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NORTH
CAROLINA

BULLETIN

September, 1955

RALEIGH, NORTH CAROLINA

Vol. XX, No. 1

Commission Views Financing Schools As a Problem of Policy, Not Resources

The National Citizens' Commission for the Public Schools has predicted that the cost of the nation's public education may be more than doubled by 1965.

The Commission has forecast increased costs of from 55 to 110 per cent. The predictions are expressed in two reports which take a 10-year look ahead at the state of public education. In dollars, this would be an increase of from five to ten billions over current costs, or \$15 to \$20 billion as compared to \$8.9 billion spent last year.

In addition to generally rising costs, part of that increase will be needed to provide for an anticipated one-third increase in the number of pupils. By 1965 the Commission envisions a total population of 190 million, with 45 million school-age children. That is 12 million more than today.

How to finance the higher expenditure? For one thing, the Commission foresees a wealthier America thanks to a greater gross productive level—\$525 billion by 1965, for an increase of \$160 billion, or 44 per cent. For another, it anticipates that a slightly increased proportion of the national income will be earmarked for public education. The predicted increase is between 2.6 and 3.6 per cent.

It views financing in general as "a problem of policy, not of resources." "The problem is to select the best basis on which to make a small portion of the increased national production and income available for education."

The reports point out that while schools have been supported largely by property taxes the next ten years will bring a change. Added revenue will have to come, the Commission asserts, from both income and sales taxes—already tapped to some extent.

As for the role the Federal government should play in raising and distributing money for public education, the reports take no definite stand. If Federal aid were enacted:

"The possibility of the Federal government coercing the states in education matters would exist—at least potentially," says the Commission. "This should be avoided, and could be by distributing Federal aid for education on a per-capita, school-age child basis. Each State government would receive this money each year upon certification that the funds would be spent that year for public education as defined by the State."

The Commission reports, entitled, "Financing Public Education in the Decade Ahead," and "How Do We Pay for Our Schools?," add that all the schools needed by 1965 could be built at a budget of \$2 billion a year if State authorities financed them on the basis of amortizations over 30 to 50 years.

Beaufort County Board Organizes Foundation

An educational foundation to provide loans and scholarship funds to worthy high school graduates has been authorized by the Beaufort County Board of Education, according to a statement in the Handbook, Beaufort County Schools, for 1955-57.

A committee composed of members of the Board of Education and one representative from each of the school districts has been appointed to form the organization. The organization will assist those high school graduates who have excellent ability and good scholarship achievement to finance their college education. In the final analysis, the primary purpose of the foundation is to recruit new teachers for Beaufort County Schools, and thus counteract the fact that a smaller percentage of the high school graduates of Beaufort County attend college than is the average for eastern North Carolina.

Board Authorizes New Certificates

Issuance of certificates for supervisors and elementary school librarians was authorized effective July 1, 1955, at a recent meeting of the State Board of Education. At this meeting the Board also modified the requirements for certification of the elementary teacher.

These changes in certification requirements were made upon recommendation of the State Advisory Council on Education and the North Carolina College Conference. They were presented to the Board by State Superintendent Charles F. Carroll.

The Supervisor's Certificate will be based on the following requirements:

1. Hold or be qualified to hold a Class A Teacher's Certificate.
2. Have five year's experience within the past eight years.
3. Hold a Master's degree.
4. Have credit for 18 semester hours of graduate work in Education, and
5. Electives meeting academic requirements for Graduate Teacher's Certificate.

The Elementary School Librarian's Certificate will be issued on basis of credit in library science in addition to the credit for elementary school certification (Primary, Grammar Grade, or Graduate Elementary Certificate).

Modifications in requirements for certification of the elementary teachers were as follows:

Reduction in English requirement from 12 to 2 semester hours in Children's Literature. Since most institutions require a credit of 12 semester hours in English for a degree, this change is more apparent than real.

Changed the geography requirement of 6 semester hours including "Principles and Regional" to recommendation only as to "Principles and Regional."

Reduction in requirements of Health and Physical Education from 10 to 6 semester hours including 2 s.h. each in physical education and health education, but excluding service courses as a part of the 6 semester hours.

Superintendent Carroll Says . . .

This September bids to be a momentous month in the history of education in North Carolina. Schools have opened under a new school code, with newly elected school boards, newly appointed superintendents, and newly contracted teachers. This September marks, for the first time, the enrollment of more than a million children in our schools. In a very unusual way we are beginning again, and in a more challenging sense we are beginning a new era.

Not only are children turning toward school this month; all over North Carolina adults too are giving considerable thought to "what's happening over at the school." Public interest in public education is in evidence everywhere, and this concern gives ultimate promise of better schools. Many organizations, associations, councils, and study groups are contributing to this surging tide of interest. The discussions arising out of the topics considered in the White House Conferences on Education are likewise kindling interest in education. These topics are provoking inquiry and promoting a sense of mutual responsibility on the part of teacher and lay groups for better schools.

Within the broad scope of the following questions, many topics of public interest can be developed:

1. What Should Our Schools Accomplish?
2. In What Ways Can We Organize Our School System More Efficiently and Economically?
3. What Are Our School Building Needs?
4. How Can We Get Enough Good Teachers—And Keep Them?
5. How Can We Finance Our Schools—Build and Operate Them?
6. How Can We Obtain a Continuing Public Interest in Education?

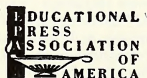
These leading questions are commended to you as excellent topics for consideration by parent-teacher groups, school board organizations, civic clubs, and all those genuinely interested in uniting their efforts in behalf of better schools.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

September, 1955 CHARLES F. CARROLL Vol. XX, No. 1
State Supt. of Public Instruction



EDITORIAL BOARD
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Features

	Page
Commission Views Financing Schools As a Problem of Policy, Not Resources	1
Superintendent Carroll Says	2
Board Takes Action on Salary Matters	4
Schools Employ 34,220 Persons for Instructional Purposes	5
Number Public Elementary Schools Reduced from 4,517 to 2,241 During 20-Year Period, 1933-34 to 1953-54	7-8
The Attorney General Rules	15

Ye Editor Comments...

Volume XX

When this volume has been completed, this publication will have been issued for twenty years. That is a long time. Copies are now being sent to a large number of people in the State—superintendents, board members, supervisors, principals, libraries, newspapers, some teachers, and many others. With this mailing list many people learn about the operation of the public schools—what they cost, how many teachers are employed, how many children attend, and many other facts. We feel that through this means of disseminating information about the public schools those who help to pay for their operation as well as those who help to support and improve them will have a much better understanding of the status of the public schools as an institution for raising the educational level of the State's citizens and for assisting in their preparation for lives of usefulness, happiness and personal satisfaction. Elsewhere in this publication we have inserted a kind of inventory inquiry seeking to find out from you whether our efforts in the publication of this information are worthwhile. We hope as many of you who feel inclined will fill out, clip, and return this inquiry to us.

Mr. Stuart—Teacher-Bus Driver

"Be careful, take no chances, and follow a regular schedule." That is the simple rule which L. E. Stuart, teacher-bus driver of the Sylvan School, Alamance County, states has enabled him to complete 17 years of school bus driving without an accident. Stuart, now 63, has taught school for 39 years.

This teacher-bus driver combination is unusual in North Carolina. It deserves mention here not because of this fact, however, but because this man is careful, dependable, and prompt in this particular phase of his work as a part of North Carolina's bus transportation system. It is said by the principal of the school that "he is so regular that the children can expect him to pick them up each morning within 60 seconds of the same time." Not only is he careful concerning the safety of the pupils whom he transports to and from school each day; Stuart has always kept careful records of his mileage and gasoline consumption, it is stated, and is a favorite of bus maintenance workers.

As we said, Mr. Stuart is also a teacher. He is active in community affairs, and he participates in other school activities. But what we commend here and point to with pride is his record as a school bus driver. May all other bus drivers emulate him in this respect!

Supervisors

Occasionally we see an editorial in a newspaper questioning the importance of supervision as a part of the public school program. A recent such editorial even went so far as to refer to supervision as a "frill" (whatever that may be), but of course comparing it with the work of the classroom teacher and her work load in terms of number of pupils. This editorial also questioned whether money spent for supervision "would not . . . be spent better in hiring another classroom teacher thereby lessening the load on our already overcrowded classrooms? . . ." etc.

Now, we shall not differ with the point of view that the classroom teacher is overloaded. Principals, supervisors and superintendents are also overloaded. It takes money to reduce the work-load of any group. The General Assembly has not seen fit to increase appropriations to the extent that the teacher-load can be decreased by the State Board of Education, nor have appropriations been made for the employment of clerks for the local schools. The General Assembly of 1955 decreased the amount for supervision. This year the State Board has allotted \$991,860 for the employment of 244 supervisors, 21 fewer than for the past school year.

Without pointing out the place and value of supervision in the public school program, let us figure out what the amount so allotted would do if used for the employment of additional teachers. Since supervisors are paid for ten months on the basis of the same salary schedule as teachers, with the same money 271 teachers could be employed. Adding this number to the total 30,802 allotted on the basis of an average of 32 pupils per teacher would give 31,073 and would reduce the average teacher load to 31.72 pupils per teacher. Under the plan of supervision, each supervisor has an average of 126 teachers—some have more and some fewer. Some schools need less supervision than others, but in order to provide for a coordinated program of classroom instruction in all the schools of a school unit, supervision is essential. The money spent for this purpose, most educators will agree, helps provide for better schools.

Board Takes Action On Salary Matters

Two actions by the State Board of Education at its August 4 meeting affect or may affect the payment of salaries of school personnel. A letter setting forth and explaining these actions has been sent to all school superintendents by C. D. Douglas, Controller for the Board.

The first of these actions was taken in anticipation that the members of the State's Retirement System would vote favorably on the question of making such members eligible for Federal Social Security in accordance with Federal Social Security Laws, which provide that four quarterly payments must be made to members during the calendar year. Since a majority of school personnel would not have worked a full month before the end of the third quarter, the Board in compliance with Legislative authority, passed the following motion:

"For the purpose of complying with G. S. 115, Article 18, Section 6, Paragraph 6 of Public Laws of 1955 to enable school employees qualifying under Federal Security Act to obtain credit for the 3rd quarter in 1955, payment of salaries prior to September 30, 1955, to school employees working during the month of September, 1955, is approved."

The second action of the Board concerns the payment of teachers and principals on a fixed date during each calendar month. The General Assembly of 1955 provided for such payments on a permissive basis, that is, if a board of education requested the State Board of Education on or before August 1 of each school year that it desired to follow this method. In this connection the State Board authorized the Controller "to establish a fixed pay date for teachers' and principals' salaries for all local units that file a request with him before the end of the first month of school of the 1955-56 term; provided, if the fixed date for payment during the month of December falls during the holiday period, the checks may be released on the last day of school prior to the Christmas holidays; and provided further, the check for the last month of the school term shall be dated the last day of the school term and be held until all reports and requirements of the local board of education have been met."

With reference to the check released before Christmas, if the above method is followed, Controller Douglas cautions the superintendents to date such

checks on the day of release, and that "Every principal should find out if any teacher is not to return so you may write such checks for the proper amount." "As for the work done by principals before the opening of school and after the close of school", Controller Douglas stated, "payment for such services would be made as heretofore at the end of the work period".

New Farmers Conduct Leadership Program

A leadership training program was the general function of the North Carolina Association of New Farmers of America, which held its Third Annual Camping Program at Hammocks Beach June 12-July 14, according to S. B. Simmons, assistant supervisor of agricultural education for the Negro schools of the State.

The State Association, an affiliate of the National organization, is an organization of Negro farm boys studying vocational agriculture. There are 135 chapters comprising 6,893 active members. Mr. Simmons reports. Most of these took part in camp activities.

The camp is run by students elected and counselors who make up the Camp Council. Campers had an opportunity to practice various democratic procedures—conducting meetings, introducing speakers, participating in recreational programs, and performing various other activities of camp life.

The program began in the morning with Flag Raising ceremonies, cleaning camp sleeping quarters, and breakfast. After breakfast, four hours were spent in educational activities designed for campers. The major activities were: planning and conducting meetings, chapter planning and making of a budget, responsibility of officers, public relationships, extemporaneous speaking, moral and spiritual standards, respect for property of others, meeting people, forest management and conservation, camp improvement and development, and camp maintenance. The Camp Council met daily to check the program and to see that activities were being and conducted in the best interests of the group. Two hours were provided per day for a boy to engage in elective activities of his own choice, such as: nature study, swimming, athletics, boating, hiking, craft work, or free time.

Geographic School Bulletins Begin 34th Publication Year

Embarking on the 34th consecutive year of service to education, the Geographic School Bulletins will resume publication October 3 for the 1955-56 school year, the National Geographic Society has announced in Washington, D. C.

The Bulletins have been one of the Society's notable contributions to geographic education since 1922. Informative, accurate, and written in sprightly style, they went to some 27,000 educators, teachers, and students last year. The issues, in all, contained 139 specially prepared geographic articles, illustrated with 391 National Geographic photographs and maps.

The Bulletins may be obtained by writing the School Service Division, National Geographic Society, Washington 6, D. C. Subscription rate for the Bulletin is seventy-five cents for the thirty issues, October 3, 1955, to May 14, 1956.

The publication represents a contribution to geographic education on the part of the 2,150,000 members of the National Geographic Society. It is their organization which defrays the sizable basic expenses incurred in gathering text and illustration materials. Illustrations in the Bulletins are from The Society's extensive files of photographs obtained at the cost of years of arduous travel by Geographic photographers.

The Bulletins, last year, included articles on countries in every continent; important government changes; headline-making places, such as cities, rivers, mountains, and islands; aviation, railroads, and other timely transportation subjects; industries and commodities not only in the news, but often affecting the homes of school children.

Pursuing its purpose of increasing and diffusing geographic knowledge, the National Geographic Society dispatches expeditions to explore remote parts of the world and unknown realms of science. Its Geographic School Bulletins are a further expression of the same purpose, helping the youth of America to understand geographic factors that touch their lives.

Any teacher, librarian, educational worker, or student may subscribe. *Teachers may obtain subscriptions for all members in their classes, if desired, but in such cases the copies must be mailed in bulk to one address.*

School Buses Assigned to County Boards

Certificates of title to the more than 7500 school bus and service vehicles used last year in the public school transportation system have been transferred to local county boards, it is stated by C. C. Brown, Director of the Division of Transportation, State Board of Education.

This action was taken in compliance with an act of the General Assembly of 1955 which authorized the State Board of Education to transfer the title to each bus or service vehicle to the county board of education or to the city board of education to which such bus or service vehicle has been assigned.

Veteran Educator Dies

Dr. A. M. Proctor, professor emeritus of education at Duke University and veteran educator of the State, died at his home in Durham August 27.

A long-time leader in public education, Dr. Proctor at the time of his death was conducting surveys for public school systems. He joined the Duke faculty in 1923 as Professor of School Administration and retired in 1952. While at Duke, he directed the University Summer Session and had served as acting chairman of the Department of Education. Before going to Duke, he had served as principal of the Newman (Ga.) High School, as superintendent of schools in Mt. Olive and Roanoke Rapids, and as county superintendent of Wayne County Schools. From 1921 to 1923, he was headmaster of the Castle School on the Hudson.

Dr. Proctor was for many years a leader in the North Carolina Education Association and was president of the National Council on Schoolhouse Construction in 1950. He was active as an adviser and director of surveys and questions of school finance, construction and administration. He was a member of the North Carolina Education Association, director of the Horace Mann League, a member of the National Society for the Study of Education, American Association of School Administrators, American Association of University Professors, Phi Beta Kappa, and other professional educational organizations.

Dr. Proctor was the author of many professional papers and monographs, including the book "Principles of School Administration".

Schools Employ 34,220 Persons for Instructional Purposes —24,943 white; 9,277 Negro

North Carolina public schools employed a total of 34,220 persons for instructional purposes the year which closed June 30, 1955, according to figures released recently by the Division of Auditing and Accounting, State Board of Education.

Of this number, the tabulations shows, 24,943 were white and 9,277 were Negro.

Divided by instructional areas, 24,663 taught in the elementary schools, 7,907 taught in the regular high school, 298 were supervisors of instruction (largely in the elementary schools), and 1,352 were vocational teachers (high schools).

According to a further analysis, the State allotted and paid the salaries of

31,552 instructional personnel, whereas the local units employed 1,316 who were paid from local funds. The 1,352 vocational teachers are paid from State, Federal and local funds. And in some instances, teachers paid from the State budget were paid a small supplement from local funds.

Compared with figures released on preceding years, it is noted that there were 2,329 more personnel employed for instructional services in 1954-55 than in 1952-53. Records show that increases have been made in each classification during these years. A table showing these various figures for three years is given below:

INSTRUCTIONAL PERSONNEL EMPLOYED

	1952-53	1953-54	1954-55	White	Negro
A. State Allotted Personnel Employed					
1. Teachers — Total	27,805	28,576	29,701	21,396	8,305
a. Elementary	21,749	22,284	23,159	16,496	6,663
b. High School	6,056	6,292	6,542	4,900	1,642
2. Classified Principals	1,526	1,565	1,586	1,186	400
a. Elementary	653	686	718	534	184
b. High School	873	879	868	652	216
3. Total State	29,588	30,401	31,552	22,762	8,790
a. Elementary	22,402	22,970	23,877	17,030	6,847
b. High School	6,929	7,171	7,410	5,552	1,858
c. Supervisors	257	260	265	180	85
B. Local and Vocational	2,303	2,502	2,668	2,181	487
1. Local	1,056	1,229	1,316	1,152	164
a. Elementary	602	729	786	686	100
b. High School	430	478	497	434	63
c. Supervisors	24	22	33	32	1
2. Vocational	1,247	1,273	1,352	1,029	323
C. Total Employed	31,891	32,903	34,220	24,943	9,277
1. Elementary	23,004	23,699	24,663	17,716	6,947
2. High School	7,359	7,649	7,907	5,986	1,921
3. Supervisors	281	282	298	212	86
4. Vocational	1,247	1,273	1,352	1,029	323

Fee for Certified Copy Birth Certificate \$1.00

The fee for securing a certified copy of a birth certificate was increased from 50 cents to a dollar by the General Assembly of 1955, it was announced recently by Dr. J. W. R. Norton, State Health Officer. At the same time the fee for a certified copy of a death certificate was also raised to the same amount, one dollar, Dr. Norton stated.

"The necessity for increasing this fee was brought about by curtailed health funds and to enable the State Board of Health to continue to render proper service to the general public."

Martin "Man of Year in Education"

Santford Martin, chairman of the State Board of Education, was recently named "Man of the Year in Education" by Phi Delta Kappa, honorary educational fraternity at the University of North Carolina.

A board of seven judges had received nominations from throughout the State.

A native of Yadkin County, Mr. Martin graduated from Wake Forest College in 1900 and entered newspaper work the next year. He retired in 1954. He was president of the North Carolina Press Association 1917-18.

Board Approves Monies for School Buildings

A total of \$1,203,029.93 from the State School Plant Construction and Improvement Fund of 1953 and \$28,000 from the State Literary Fund was approved for school building construction

by the State Board of Education on July 7.

Descriptions and amounts of these approved projects follows:

1. Fund of 1953—

Administrative

Unit	Project	Description	State Funds
Cleveland	Washington	Addition to existing building	\$ 48,235.03
Greene	North Greene Elem.	New plant on new site	178,567.83
Canton	Patton	Wash counters, sink, ward- robes—plumbing	4,033.30
	Canton High	Complete renovation	47,537.96
	Beaver Dam	Cabinet work—3 rooms	3,937.90
	Reynolds	Homemaking facilities	5,887.24
Statesville	Mulberry Street Elem.	Addition of new and renova- tion of old facilities	41,671.35
Madison	Marshall	New plant on existing site	58,894.80
Nash	South Nash	New plant on new site	181,248.90
Perquimans	Perquimans High	Renovation of existing facili- ties	25,000.00
Robeson	Pembroke Graded	Classroom addition to exist- ing building	35,000.00
	Piney Grove	New elementary building at existing plant	35,000.00
Sampson	Roseboro Consolidated	New plant on new site	68,173.20
Mount Airy	Mount Airy High	New building at existing site	67,426.01
Tyrrell	Tyrrell High	New elementary building at existing plant	66,134.36
Goldsboro	Goldsboro Jr. High	New plant on new site	122,277.98
Wilkes	West High	New plant on new site	175,031.62
Elm City	Frederick Douglas	New building at existing plant	38,972.45

Total - - - \$1,203,029.93

2. State Literary Fund—

Macon	Franklin	Physical education building	\$ 28,000.00
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Traffic Laws Distributed to State's High Schools

A supply of the traffic laws of the State will be delivered to county and city superintendents for distribution to tenth grade students, according to a recent letter to superintendents.

The publication "Traffic Law and Highway Safety" was prepared by the Institute of Government, Chapel Hill, and published by the Department of Motor Vehicles under a cooperative agreement with the Department of Public Instruction. It will be distributed at the time a series of workshops is held for teachers concerning the use of this book. Schedules of the workshop will be mailed to principals and superintendents in the near future.

Suggestions for the use of the bulletins, Dr. Carroll states, will be mailed later by John C. Noe, Safety Adviser, State Department of Public Instruction, for distribution to principals. Schools having driver training programs should use it with materials they are now using.

Edpress Reviews Summer Happenings

A review of what happened this summer on the national level is given by *Edpress News Letter* in its August 8 issue.

Briefly some of the happenings were:

Resignation of Secretary of Health, Education and Welfare Oveta Culp Hobby and her replacement by former Undersecretary of the Treasury Marion B. Folsom.

Pronouncement by the Commission on Inter-governmental Relations that the responsibility for public education rests "squarely" with local communities: "The states have the capacity to meet their educational requirements," the report stated.

The school construction assistance act was approved by the House Committee on Education and Labor—but got no further.

Congress voted \$26,300,000 for vocational education in 1956, largest sum ever voted for this purpose for a single year.

Department Denies Solicitation Licenses

Solicitation licenses were recently denied a number of agencies by the State Department of Public Welfare. These agencies were: George Junior Republic, American Film Foundation, World Welfare and Peace, Boys Brotherhood Republic of New York, American Association for United Nations, Boys Town of Missouri, General Missionary and Bible Organization, Iron Curtain Refugee Campaign (International Rescue Committee), and Disabled American Veterans (National Office). Solicitations of the public for support of the programs of these organizations are in violation of provisions of the General Statutes of North Carolina.

RJR To Pay For Driver Training in Forsyth and W.S.

Driver training programs in the Forsyth County and Winston-Salem public schools will be paid by the R. J. Reynolds Tobacco Co., it was announced recently.

E. A. Dorr, the company's president, made the offer which has been accepted by school officials. The gift, amounting to \$19,400, will be used to finance an already-planned expansion of driver instruction. Under an agreement the county will get \$9,400 and the city system will get \$10,000.

This gift, according to Dr. Ralph Brimley, county superintendent, "will eliminate the possibility that the county program will have to be curtailed". Speaking for the city schools, E. T. Pullen, Jr., chairman of the school board, called the Reynolds offer a "magnanimous gift which will facilitate planned expansion".

In a letter to Charles B. Wade, Jr., personnel manager for Reynolds, Dr. Charles F. Carroll said, "I congratulate you and the Reynolds management for this constructive step. I am very hopeful that what you have done will cause others to do likewise."

City schools have offered driver training as an elective course since 1947-48. About 280 completed instruction this year and plans are for an enrollment of 650 this fall.

The county system made driver training a required subject for graduation from high school the past year. About 700 students completed this instruction. But for the Reynolds gift both county and city programs would have been curtailed.

Freeman Returns From Summer Leave

J. P. Freeman, rating specialist in the Division of Professional Service, returned to duty August 15 from a leave of absence which began June 13 at Peabody College.

Mr. Freeman completed the required residence requirements for the Ed.D. degree. He expects to finish his dissertation on Teacher Training in North Carolina Since 1917 next summer and receive the doctor's degree at that time.

Mr. Freeman joined the staff of the Department of Public Instruction in 1948, coming from the University of Chattanooga where he was Professor of Sociology. Prior to that year he was a student at Peabody College. From 1937 to 1946 he was a teacher and principal of the Elizabethtown High School.

Mr. Freeman received both his A.B. and M.A. degrees from Wake Forest College, his A.B. in 1937 and his M.A. in 1945.

Warren Solon Named Advisory Com. Secretary

W. W. Taylor, Jr., Warren County's representative of the 1951, 1953 and 1955 sessions of the General Assembly, recently was named special counselor and executive secretary of the Advisory Committee on Education dealing with school segregation problems. Thomas F. Ellis, Raleigh attorney, was appointed to assist Taylor.

The Advisory Committee was authorized by the last General Assembly to "make a continuing study of the problems which exist and may arise in this State, directly or indirectly from the decision of the Supreme Court of the United States on May 17, 1954, in the matter of separate schools for the races". Thus far the committee has recommended that local school units set up committees to study problems arising from the Court's decision. It also has suggested that schools be operated for this year under segregation enrollment policies which prevailed last year.

Officers of the Committee have been set up in Raleigh in the Agriculture Building.

In a recent letter to county and city superintendents, State Superintendent Charles F. Carroll asked them to "supply the Committee such information as may be requested, and share with it also any problems and concerns that would merit the consideration of the Committee".

American Education Week

The 35th annual observance of American Education Week is scheduled for November 6-12, according to a recent announcement of the National Education Association.

The general theme for this year's observance is: Schools—YOUR Investment in America.

This week has been observed annually since 1921 "for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting these needs". It is sponsored by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

Daily topics for this year's observance are the following:

- Nov. 6—Your Investment in Character Building
- Nov. 7—Your Investment in Teachers
- Nov. 8—Your Investment in Classrooms
- Nov. 9—Your Investment in Fundamental Learning
- Nov. 10—Your Investment in Better Living
- Nov. 11—Your Investment in a Strong Nation
- Nov. 12—Your Investment is YOUR Responsibility

Help for planning programs may be obtained from American Education Week, NEA, 1201 16th St., N.W., Washington 6, D. C.

FREE STUFF: HEADACHE TO SCHOOLS AASA Advises How to Take Give-aways

The American Association of School Administrators—disturbed by the "tidal wave of instructional materials" which are offered free for the asking "or even without the asking"—has published a 24-page pamphlet to help the classroom teacher pick her way through the maze of free offerings.

Entitled "Choosing Free Materials for Use in the Schools", the brochure advises that "the only defensible basis on which to select materials, either free or purchased, is the degree to which they make a contribution to the basic educational purposes for which the school exists".

The great outpouring of free material is labeled "a major headache for teachers and administrators today". Donors or sponsors of these materials included civic, patriotic and political organizations, business, industry, government, labor and agriculture. Their offerings range from booklets, charts, maps, kits, posters, films and recordings to planned speaking programs, tours and mapped field trips.

The AASA report attributes the rising flood of free materials in recent years to the fact that 30 million youngsters—"a captive audience"—represent a potential market. Principal objections to free materials on the part of school people can be grouped under two headings: (1) They may contain

obvious advertising. (2) They may contain biased information.

The report does not urge a ban on all free instructional material. Educators regard supplementary free materials—when the material is good—as an important source for keeping available information current, the report points out, adding that much of the material received is outstanding.

In studying the problem, the Association found that most school systems have no established policy or regulations for screening the materials.

The report suggests the following check list but emphasizes that each school system must adapt its policy to its own situation:

- (1) Define the relation which materials must bear to the basic purposes and objectives of the school.
- (2) Provide specific guide lines upon which rules for selection and use can be based.
- (3) Clarify for teachers the limits within which they have official backing in the selection and use of materials.
- (4) Delegate responsibility to appropriate administrative officials or other school personnel for selection and handling of materials.
- (5) Make available necessary funds so that teachers are not forced to use materials as substitutes for superior materials that could be purchased.

—*Edpress News Letter.*

**Number Public Elementary Schools
Reduced from 4,517 to 2,241 During
20-Year Period, 1933-34 to 1953-54**

Small elementary schools are getting fewer and fewer. Twenty years ago, as Table 1 shows, there were 552 one-teacher schools for white pupils and 969 for Negroes, total of 1521 such schools. In 1953-54 there were only 24 schools having one teacher for white pupils and 82 such schools for Negroes, a total of 106.

Table 1

Table I shows this record year by year for schools for white and Negro pupils separately. The number of schools have been divided into six groups based on the number of teachers employed: 1 teacher, 2-3 teachers, 4-6 teachers, 7-9 teachers, 10-14 teachers, and 15 or more teachers.

The total number of schools for white pupils decreased during the twenty-year period from 2,257 to 1,370, or 39.3 per cent. Schools of similar type for Negroes decreased during the same period from 2,260 to 871, or 61.5 per cent.

The decrease in the total number of schools has been due largely to abandonment of one-, two- and three-teacher

number of schools in the 10-14 group and the 15 or more group increased. It appears that the peak, 363, was reached in the case of schools for whites in the 10-14 group in 1950-51. The number of schools in this group decreased to 349 in 1953-54 as schools of still larger size came into existence.

Twenty years ago there were only 167 elementary schools having 15 or more teachers. There were 594 schools of this size in 1953-54.

Tables II and III

These two tables show a comparison of the number of schools having fewer than 7 teachers and more than seven teachers for 1948-49 and 1953-54 by races for the 100 county and 74 administrative units.

The summary for the county units shows a decrease in number of schools for whites having fewer than seven teachers from 496 to 284 and an increase in the number having more than seven teachers from 710 to 760. Schools for Negroes having fewer than seven teachers decreased during this same period from 1146 to 469, whereas those schools for Negroes having more than seven teachers increased from 141 to 246. In other words, within this five-year period there was a net decrease of 734 in the number of elementary

Sixteen of these units, the table shows, do not operate any schools for whites with fewer than seven teachers employed. They are Alexander, Beaufort, Brunswick, Catawba, Forsyth, Henderson, Lee, Lenoir, Macon, Onslow, Perquimans, Polk, Stanly, Swain, Washington, and Wayne.

Twenty-one county units do not operate schools having fewer than seven teachers for Negro pupils. They are: Alexander, Chatham, Cherokee (no Negro schools), Chowan, Clay (no Negro schools), Currituck, Durham, Gates, Graham (no Negro schools), Henderson (no Negro schools), Johnston, McDowell (no Negro schools), Mitchell (no Negro schools), New Hanover, Pasquotank, Perquimans, Polk, Rockingham, Washington, Wilson, and Yadkin.

The summary for the city units shows an increase of 35 in the number of elementary schools taught during the five-year period—9 fewer schools having less than seven teachers, but 44 more schools having more than seven teachers.

In the case of Negro schools in these units there were 53 fewer of those having less than seven teachers and 23 more of those having seven or more teachers—a net decrease of 30 for the five-year period.

Year	For White Pupils						For Negro Pupils						
	Size by No. Teachers						Size by No. Teachers						
	1	2	3	4	5	Total	1	2	3	4	5	Total	
1933-34	53	240	335	328	303	1,559	98	339	355	78	48	322	
1934-35	53	240	335	328	303	1,559	98	339	355	78	48	322	
1935-36	44	465	340	385	306	1,580	96	312	357	66	41	256	
1936-37	37	427	407	338	338	304	1,587	91	300	362	68	41	242
1937-38	31	437	369	392	302	1,631	88	307	367	52	56	323	
1938-39	31	437	369	392	302	1,631	88	307	367	52	56	323	
1939-40	27	436	313	384	315	1,771	78	304	352	77	51	266	
1940-41	26	438	324	388	289	1,773	70	340	352	77	63	319	
1941-42	20	420	325	386	282	1,633	66	314	350	81	66	333	
1942-43	20	420	325	386	282	1,633	66	314	350	81	66	333	
1943-44	20	425	372	357	354	1,630	63	329	377	77	65	331	
1944-45	19	424	368	371	347	1,639	61	321	374	79	65	331	
1945-46	17	420	379	376	334	1,617	59	350	353	90	83	387	
1946-47	17	420	379	376	334	1,617	59	350	353	90	83	387	
1947-48	16	411	380	344	346	1,597	58	347	344	92	82	376	
1948-49	106	181	340	344	386	2,157	43	357	382	96	79	267	
1949-50	106	181	340	344	386	2,157	43	357	382	96	79	267	
1950-51	73	156	332	324	350	1,465	28	324	321	95	83	387	
1951-52	73	156	332	324	350	1,465	28	324	321	95	83	387	
1952-53	59	377	370	383	383	1,573	39	386	404	103	116	448	
1953-54	59	377	370	383	383	1,573	39	386	404	103	116	448	

II. Number of Elementary Schools Taught by Size. County Units

Unit	WHITE			NEGRO		
	Less 7 Teachers	7 or More Teachers	Total Schools	Less 7 Teachers	7 or More Teachers	Total Schools
Alamance	49	54	103	13	33	44
Alexander	5	6	6	6	1	1
Allegany	9	22	24	11	1	1
Ashe	38	11	46	19	1	22
Avery	21	7	28	9	1	1
Barnes	6	5	6	9	1	1
Beaufort	6	5	6	9	37	40
Bladen	2	6	8	10	8	16
Bolton	41	5	46	11	2	12
Brunswick	5	23	28	4	1	1
Burke	10	10	20	32	1	33
Cabarrus	49	54	103	13	33	44
Caldwell	5	6	6	6	1	1
Catawba	9	22	24	11	1	1
Chatham	38	11	46	19	1	22
Cherokee	21	7	28	9	1	1
Clay	6	5	6	9	37	40
Columbus	2	6	8	10	8	16
Crowley	41	5	46	11	2	12
Dalhart	5	23	28	4	1	1
Darlington	10	10	20	32	1	33
Davidson	49	54	103	13	33	44
DeWitt	5	6	6	6	1	1
Douglas	9	22	24	11	1	1
Durham	38	11	46	19	1	22
Forsyth	21	7	28	9	1	1
Gaston	6	5	6	9	37	40
Gates	2	6	8	10	8	16
Greene	41	5	46	11	2	12
Guilford	5	23	28	4	1	1
Hamilton	10	10	20	32	1	33
Henderson	49	54	103	13	33	44
Hertford	5	6	6	6	1	1
Hoke	9	22	24	11	1	1
Hyde	38	11	46	19	1	22
Iredell	21	7	28	9	1	1
Jackson	6	5	6	9	37	40
Johnston	2	6	8	10	8	16
Kanawha	41	5	46	11	2	12
Lenoir	5	23	28	4	1	1
Lincoln	10	10	20	32	1	33
Livingston	49	54	103	13	33	44
Macon	5	6	6	6	1	1
Madison	9	22	24	11	1	1
Martinsburg	38	11	46	19	1	22
Mecklenburg	21	7	28	9	1	1
Monroe	6	5	6	9	37	40
Morgan	2	6	8	10	8	16
Murray	41	5	46	11	2	12
Nash	5	23	28	4	1	1
North	10	10	20	32	1	33
Onslow	49	54	103	13	33	44
Orange	5	6	6	6	1	1
Orford	9	22	24	11	1	1
Osborne	38	11	46	19	1	22
Oswego	21	7	28	9	1	1
Pamlico	6	5	6	9	37	40
Pasquotank	2	6	8	10	8	16
Perquimans	41	5	46	11	2	12
Piedmont	5	23	28	4	1	1
Pitt	10	10	20	32	1	33
Polk	49	54	103	13	33	44
Polk	5	6	6	6	1	1
Putnam	9	22	24	11	1	1
Randolph	38	11	46	19	1	22
Richmond	21	7	28	9	1	1
Rockingham	6	5	6	9	37	40
Rocky Mount	2	6	8	10	8	16
Salem	41	5	46	11	2	12
Sampson	5	23	28	4	1	1
Sartwell	10	10	20	32	1	33
Shelby	49	54	103	13	33	44
Sherrill	5	6	6	6	1	1
South	9	22	24	11	1	1
Southampton	38	11	46	19	1	22
Southwest	21	7	28	9	1	1
Stokes	6	5	6	9	37	40
Sumner	2	6	8	10	8	16
Tartan	41	5	46	11	2	12
Tay	5	23	28	4	1	1
Tenover	10	10	20	32	1	33
Thomson	49	54	103	13	33	44
Tipton	5	6	6	6	1	1
Town	9	22	24	11	1	1
Union	38	11	46	19	1	22
Van Hook	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41	5	46	11	2	12
Wake	5	23	28	4	1	1
Wake	10	10	20	32	1	33
Wake	49	54	103	13	33	44
Wake	5	6	6	6	1	1
Wake	9	22	24	11	1	1
Wake	38	11	46	19	1	22
Wake	21	7	28	9	1	1
Wake	6	5	6	9	37	40
Wake	2	6	8	10	8	16
Wake	41					

Miss Montague Reports

After reading and checking reports from the elementary schools in the southeastern area of the State, it was noted by Patsy Montague, Associate Educational Supervisor of the State Department of Public Instruction, that many improvements were made during the year.

Miss Montague made a list of these improvements in the form of quotations from the reports. Under "small but important physical improvements", she gives the following:

- "a row of water oaks was planted"
- "steps are being taken to develop a school park in an eight acre wooded area belonging to the school"
- "trash cans on playground"
- "refurnished teachers' lounge"
- "old shades replaced"
- "one room fully equipped with new tables and chairs"
- "cleared playground of wild growth, old pavement and other debris"
- "new shelves and bulletin boards added"
- "all outside doors painted"
- "all floors cleaned and finished"
- "bookshelves built in all classrooms"
- "front lawn re-seeded and graded"
- "set out fifty or more dogwood trees"
- "doors and lock repaired"

Under improvement in instruction, a few illustrations listed by Miss Montague are these:

- "held meetings with faculty members taking part"
- "stressed correcting English errors"
- "new lunchroom inspired new emphasis on health and good manners"
- "primary, grammar and high school divisions took charge of the meetings. Methods and goals were discussed. Teachers said these were the best meetings ever held."
- "no classroom in auditorium this year because of new addition"
- "more than the 80 required supplementary readers per grade"
- "emphasis placed on providing activities that would enable more gifted students to use their abilities to the limit of their capacities"
- "schedules are made with the children in mind"
- "children were given tests to help study their reading problems. After observing and working with these children, it was decided whether or not to retain them in the second grade."
- "after the hurricane, Mrs. K. had an interesting weather unit"

School Improvements

State Department Holds Second Annual Workshop

The second annual workshop of the Department of Public Instruction was held in Raleigh, August 17-19, with employees from all sections of the State in attendance.

Purposes of the workshop, as stated by Superintendent Charles F. Carroll, were to become better acquainted with department members and with the work each division is trying to do; to take a critical look at services being rendered with an eye on possible ways to improve these services; to become more familiar with responsibilities under the recodified school law and more familiar with the possibilities of social security; and to give all staff members opportunity to consider matters of special concern to each division.

Informational sessions were held on two topics: the recodified school laws and social security. Interpretations and responsibilities of the new school law were discussed by Honorable Claude Love, A. B. Combs, Patsy Montague, T. Carl Brown, C. C. Brown, and James E. Hillman. Honorable Nathan Yelton addressed the group on "Merging Social Security with Retirement".

In an effort to approach evaluation of State Department services with as much skill as possible, a sample of evaluating already undertaken by the home economics staff was reviewed by Catherine Dennis and members of the home economics supervisory staff. Small group conferences followed this discussion on evaluation.

"Identifying Problems on the Local Level" included the following personnel from the field: C. W. McCrary, chairman of the Asheboro school board; Superintendent O. P. Johnson, president, division of superintendents; Lloyd Thayer, president, division of principals; Mrs. Eloise Eskeridge, president, division of supervisors; and Nell Stinson, president, division of classroom teachers. Following this general session, there were small group conferences on the same topic.

The evaluation committee for the workshop, composed of Doctors Vester M. Mulholland, chairman; Robert M. Fink; Taylor Dodson; J. Warren Smith; and S. E. Duncan are currently compiling results of the participants' suggestions for improving any similar workshop in the future.

Board Member Dies

A. McL. Graham, member of the State Board of Education representing the second educational district, died June 22 at his home in Clinton. Mr. Graham had served on the Board since its inception in 1943 to replace the State School Commission, the former State Board of Education, the Board for Vocational Education, and the State Textbook Commission. He had also been a member of the State School Commission established in 1933, and its predecessor, the State Board of Equalization, created by the General Assembly of 1927.

At its July 7 meeting, the State Board of Education adopted a memorial in tribute to Mr. Graham's long and faithful service to the public schools. A paragraph from this memorial reads as follows: "Governed by high principles, motivated by courageous convictions, abundantly endowed with intellectual and spiritual strength, and blessed with considerable culture, Archibald McLean Graham enriched the lives of thousands. Accordingly, the State Board of Education proudly and respectfully inserts in its minutes this memorial to his life and works."

Boards Set Entrance Age for Louisiana Schools

Parish and city school boards in Louisiana determine the entrance age for children to enter school under constitutional authority.

To date, according to a recent announcement, 21 boards have adopted the policy that a child must be five years of age on or before December 31 to be eligible to enter kindergarten and six years of age on or before the same date to be eligible to enter the first grade.

North Carolina public school law, section 2, Article 19, states that "Children to be entitled to enrollment in the public schools . . . must have passed the sixth anniversary of their birth before October first of the year in which they enroll, and must enroll during the first month of the school year." However, this law also authorizes the State Board of Education to change this date in its discretion. Under this authority, the Board has passed a ruling applying to 1955-56 and thereafter which reads: "Children to be entitled to be enrolled must have passed the sixth anniversary of their birth before midnight, October 16th of the year in which they enroll".

Plemmons Becomes Prexy Appalachian State College

Dr. W. H. Plemmons assumed his duties as president of Appalachian State Teachers College September 1, after having taught in the School of Education at the University of North Carolina for the past ten years.

Prior to his work in Chapel Hill, Dr. Plemmons taught school in Buncombe County, and was principal of Hall Fletcher junior high school and Lee Edwards senior high school in Asheville. He served as executive secretary of the State Education Commission appointed by R. Gregg Cherry "to study all educational problems to the end that a sound overall educational program may be developed in North Carolina".

In Chapel Hill and throughout North Carolina, Dr. Plemmons is active in civic and professional activities.

Guidance Conference Scheduled for Asheville

The Southern Regional Meeting of the National Association of Guidance Supervisors and Counselor Trainers will hold its annual conference in Asheville, October 20-21, at Grove Park Inn, according to Ella Stephens Barrett, supervisor of guidance services in the State Department of Public Instruction. Miss Barrett will act as host supervisor; and will be assisted by Betty Clotworthy, supervisor of guidance in South Carolina.

Included in the program will be a report of the guidance study of the Southern States Work Conference; a discussion of guidance in the elementary school; Statewide testing programs; a panel concerning the formulation of guidance principles and ways of communicating this philosophy to various interested constituencies; and reports on research in Southern regions having implications for guidance.

Entertainment, including a barbecue, a square dance, and tours to interesting nearby spots, has also been planned. On the evening of October 19, North Carolina delegates in attendance will hold open house for all participants of the conference.

North Carolinians who will assist with the program include Dr. W. D. Perry of the University of North Carolina and Dr. J. Warren Smith of the Department of Public Instruction. Additional program participants will be announced through detailed programs which will be mailed to interested personnel within a few days.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

September 19-21	—National Conference on Citizenship, Washington, D. C.
October 9-12	—Tenth National Conference of County and Rural Area Superintendents, San Diego, Cal.
October 9-15	—Fire Prevention Week, sponsored by The National Board of Fire Underwriters, 85 John Street, New York 38, N. Y.
October 10-13	—National F.F.A. Convention, Kansas City, Mo.
October 12	—Columbus Day.
October 20-21	—National Association of Guidance Supervisors and Counselor-Trainers (Southern Region), Asheville, N. C.
October 24	—United Nations Day—Tenth Anniversary
October 24-27	—41st Annual Convention, National League to School Attendance, Buffalo, New York.
November 6-12	—American Education Week.
November 8-9	—North Carolina College Conference, Winston-Salem, N. C.
November 24	—Thanksgiving Day.
November 11-13	—National Conference on Community Development, auspices Adult Education Association, St. Louis, Mo.
November 25-27	—Convention of the National Council of Teachers of English, New York.
November 28-December 1	—White House Conference, Washington, D. C.

UNESCO Gets "New Look" In Montevideo

Chief emphasis in UNESCO from now on will be in meeting the most pressing problems of member states, particularly educational levels. The recent General Conference in Montevideo voted for more concentration on projects in the less developed areas of the world.

For the first time, the United States will be officially represented on the UNESCO Executive Board, which supervises the Organization between biennial General Conferences. A constitutional change established a 22-member board of government representatives. It was formerly composed of persons serving in their individual capacities.

The way was paved for solving the thorny problem of ridding UNESCO of Americans considered by the United States to be of questionable loyalty when Director-General Luther Evans was given the change in the staff regulations he requested. He immediately relieved seven American employees from duty. The General Conference was one of the most successful ever held. A full report will be mailed to all NEWS-LETTER readers.—UNESCO Newsletter.

Popular Government Gives Legislative Highlights

Highlights of legislation passed by the 1955 General Assembly which are of interest to particular State and local government officials are included in the legislative issue of *Popular Government*, published by the Institute of Government in Chapel Hill.

Local acts and Statewide legislation are discussed under the following topics:

- State government
- Legislation of interest to county officials
- Legislation of interest to municipal officials
- Local property and poll taxes
- Election laws
- Public personnel
- Public schools
- Public health
- Public welfare
- Domestic relations
- Penal-correctional administration
- Courts, judges, and related officials
- Law enforcement
- Motor vehicles and highway safety
- School personnel—administrators and teachers—may find this issue of *Popular Government* quite useful as they strive to keep well-informed relative to affairs of State. Classes in high school social studies may likewise find this issue excellent as source material.

Tasks of Negro Union School Principals Thoroughly Investigated by Duncan

In a 141-page mimeographed bulletin Dr. S. E. Duncan, Supervisor of Negro High Schools in the Department of Public Instruction, discusses "Tasks of Union School Principals in North Carolina".

According to Dr. Duncan, "The major purposes of the study were to identify some of the tasks of the Negro union school principals of North Carolina, to ascertain the essential sources to which they attribute their professional preparation for the performance of their tasks, and to present such conclusions and implications from the data that may be of some value in the future training of principals in higher institutions, on-the-job, and by the State Department of Public Instruction".

The study involves 155 public high schools, or 87 per cent of the 179 Negro high schools in the State. One hundred and seven principals, or 69 per cent, are employed in county administrative units, whereas, 48 principals, or 31 per cent, are employed in city administrative units. The mean enrollment of the 155 schools is 694. Of the principals involved 102, or 66 per cent, have their masters' degrees and 38 are pursuing work toward their doctors' degrees. The mean number of years served by the 155 principals in their present positions is 10.7 years.

Dr. Duncan shows in this investigation 52 areas in which principals have difficulties; areas also, in which they feel pre-service training or in-service training might bring enlightenment; and what agencies might best supply the help needed. Principals mentioned twice or more often 17 additional areas in which they also have difficulty.

Dr. Duncan found, for example, that 66 per cent of the principals find difficulty in selecting teachers for employment; 63 per cent, equalizing teachers' work loads; 28 per cent, preparing for faculty meetings; 65 per cent, organizing office and clerical help for efficiency; 75 per cent, assisting in the planning and construction of new buildings or additions; 63 per cent, organizing and administering the pupil activity program; 42 per cent, conducting school census; 79-88 per cent, giving individual, group, educational, social, and vocational guidance; 54 per cent, supervising school bus transportation; 63 per cent, supervising school lunch program; 70 per cent, interpreting school laws to the community; 69 per cent, de-

veloping a school philosophy; 89 per cent, engaged in research concerned with local school problems; 32 and 31 per cent, planning for the opening and closing of school; and 83 per cent, difficulty in evaluating the curriculum.

The study also shows from what sources or combination of sources greatest help came for solving the persistent problems faced by secondary principals. On-the-job experiences accounted for greatest aid in a total of 59 per cent of the respondents; whereas, graduate school experiences are listed first by 15 per cent; and graduate school experiences plus on-the-job experiences accounted for 16 per cent. On-the-job experiences received more responses than the graduate school or college for 43 of the 52 tasks.

Among the significant conclusions drawn from this investigation, according to Dr. Duncan, is "the need for the institutions engaged in training principals and the State Department of Public Instruction to collaborate more closely for determining the present emphases of the training program and what may be done for improvement". The study concludes with suggestions for additional research which is now needed in the broad area of improving the secondary principalship.

Copies of this study are available upon request to the State Department.

School Laws Distributed; Second Printing Available

A new addition of the public school laws of North Carolina has recently been distributed to school superintendents and other interested parties. This revamped volume of school laws not only includes Chapter 115 of the General Statutes of North Carolina as rewritten by the Legislature of 1955, but also other public school laws enacted by the 1955 General Assembly.

The first printing of the revised and indexed version of the public school laws was issued by Thad Eure, Secretary of State. A subsequent printing has been authorized by the State Department of Public Instruction; and additional copies needed by superintendents, school board members, or others may be secured upon request through L. H. Jobe, Director of the Division of Publications.

Surplus Property Agency Issues Schedule

A schedule to be observed by school and health organizations in the procurement of surplus property from the North Carolina Surplus Property Agency was recently issued by the Division of Purchase and Contract.

This schedule follows:

- Mondays**—No service available except information by telephone.
- Tuesdays**—Service to schools located 100 miles or further from our warehouses.
- Wednesdays**—Service to all other schools.
- Thursdays**—Hospitals and health departments.
- Fridays**—Any eligible health or educational institution.

James M. Dunlap Heads New Department Service

James M. Dunlap, former coordinator of Resource-Use Education for the State Department of Public Instruction, has recently been appointed supervisor of pupil testing and classification in the Division of Elementary and Secondary Education.

In this position Mr. Dunlap will assist members of the State Department and local school systems throughout the State in improving various aspects of pupil testing and classification. He will work in close cooperation with A. B. Combs, Director of the Division of Elementary and Secondary Education; and Allan S. Hurlburt, Assistant Superintendent of Public Instruction, in charge of instruction.

Dunlap received his A.B. degree from the University of North Carolina and his M.A. degree from East Carolina College. In addition, he has done graduate work at Catawba College, University of North Carolina, and Columbia University. Besides his teaching experience, Dunlap has served as principal in Tarboro, Halifax, and Washington. Prior to his coming to the State Department in February 1954, he was supervisor of elementary instruction in the Wilson city schools. Much of Dunlap's graduate work has been in the field of tests and measurements.

Shortly after the 1955 Legislature abolished the position of consultant in Resource-Use Education, Dunlap was appointed to his present position, one which was requested of the last legislature by the Department of Public Instruction.

Mrs. Moore Takes Position With WHO In Burma

Mrs. Annie Ray Moore, Health Educator for the State Department of Public Instruction, has been granted a year's leave of absence to serve as health educator in Burma. Mrs. Moore was appointed to this position by the World Health Organization of the United Nations. She will work with the health education personnel in the Ministries of Health and Education.

Mrs. Moore left the United States August 5. As part of her orientation, she spent a week in the World Health Organization headquarters in Geneva, Switzerland. From Geneva, she went to New Delhi, India, the WHO Southeastern Regional Office, for further orientation before proceeding to her post in Rangoon, Burma.

For the past eight years, Mrs. Moore has been employed by the North Carolina State Department of Public Instruction and has worked in the school health program, which is jointly operated with the State Board of Health through the School Health Coordinating Service.

Prior to employment by the State Department, Mrs. Moore served as teacher at Jamestown High School and at Gray High School in Winston-Salem, as principal of Sedgfield Elementary School in Guilford County and of Vanceboro Graded School in Craven County. She received the B. S. degree from Guilford College, and the Master of Public Health degree from the School of Public Health, University of North Carolina, Chapel Hill.

Department Accredits Twelve High Schools

Twelve high schools of the State have been given accredited ratings as of the close of the school year 1954-55 by the State Department of Public Instruction. Seven of the twelve are schools for white students and five are for Negroes.

These schools are as follows:

White—

Buncombe—North Buncombe and Chas. D. Owen
Catawba—Bandys and Bunker Hill
Graham—Mountain View
Richmond—Rohaven
Wilkes—East

Negro—

Martin—Robersonville
Montgomery—Peabody
Moore—Berkley
Robeson—Proctorville
Union—East Union

U. S. Office Publishes Financial Report

S. M. Brownell, Commissioner of Education, U. S. Department of Health, Education, and Welfare, recently announced publication by the Office of Education of a comprehensive report on the financing of public schools in the United States.

The 251-page report provides information concerning both State and local programs of public school finance in each of the 48 states and territories.

"Coming at this time, when State conferences on education are being held throughout the country, and in advance of the White House Conference on Education scheduled to be held November 28 to December 1, this detailed report on the Nation's financing of its public schools should serve as a useful reference source for citizen groups, parent-teacher associations, boards of education, legislators, and educators," Commissioner Brownell said.

"The publication presents information on the current status of public school financing. It provides basic facts that will help citizens see where we stand today with respect to State and national investment in public education. The report also can serve as a guide for those planning improved finance programs," the Commissioner said.

More than 70 per cent of all the dol-

lars for the Nation's public schools came from local revenues in 1953-54, the Office of Education report shows. By 1953-54 the percentage of local revenue for public education had decreased to 56 per cent.

Ten states provide more than 60 per cent in State funds for public schools, the report shows. These states are Alabama, Delaware, Georgia, Louisiana, New Mexico, North Carolina, South Carolina, Tennessee, Washington, and West Virginia.

Eight heavily populated states—California, Illinois, Michigan, New Jersey, New York, Ohio, Pennsylvania, and Texas—invest as many dollars in the public education of their children as do all the other states in the nation combined.

The number of different types of state funds for public education varies from state to state, although the average number is about seven. They range from 2 aid funds in Florida and in Idaho, to 14 in Missouri and 15 in New Jersey.

During the 1953-54 school year, state funds provided a total of almost 3 billion dollars for the Nation's public schools. The state aid totals ranged from 3 million dollars in Nebraska to 367 million dollars in California.

GIVE US YOUR IDEAS

In order that this *Bulletin* may increasingly become more useful to its readers, it is necessary from time to time to have frank opinions concerning constructive ways of improving it. Will you please answer the questions below, clip and mail; or if you prefer not to clip your issue, please reply by letter or postal card:

1. To what extent does this BULLETIN provide you with information which otherwise you would not receive? _____ Great; _____ Moderate; _____ Small
2. Is the form and make-up generally satisfactory? _____
What suggestions for improvement do you have? _____

3. Are the articles written in sufficient detail? _____
4. Do you particularly like any special features or section? _____
5. Do you think any feature not of sufficient importance to include? _____
6. What suggestions do you have for making the BULLETIN better than it is? _____

District Meetings North Carolina Education Association

SEPTEMBER 30—WESTERN, ASHEVILLE
OCTOBER 7—NORTH CENTRAL, RALEIGH
OCTOBER 11—SOUTHEASTERN, FAYETTEVILLE
OCTOBER 14—SOUTH PIEDMONT, CHARLOTTE
OCTOBER 21—NORTHEASTERN, GREENVILLE
NOVEMBER 11—NORTHWESTERN, WINSTON-SALEM

Governor Hodges Appoints Higher Education Board

Members were appointed by Governor Luther H. Hodges early during the summer to the State Board of Higher Education, created by the General Assembly of 1955 to supervise State-supported colleges and universities.

D. Hiden Ramsey, retired Asheville newspaper executive and former member of the State Board of Education, is chairman of the new college Board. Other members are: Charles H. Reynolds, Rutherfordton textile manufacturer and State senator; L. P. McLendon, Greensboro attorney; Robert Lassiter, Jr., Charlotte attorney; William F. Womble, Winston-Salem attorney and Forsyth County State representative; Reginald L. Harris, Roxboro banker and former lieutenant governor; W. J. Kennedy, Jr., Durham insurance executive; Sanford Martin, Winston-Salem newspaper editor who will represent the State Board of Education; and Mrs. Thomas R. Easterling of Rocky Mount, immediate past president of the North Carolina Congress of Parents and Teachers.

The terms of Ramsey, McLendon and Lassiter are for eight years; Reynolds and Womble, six years; Harris and Kennedy, four years; and Martin and Mrs. Easterling, two years.

The General Assembly of 1955 appropriated \$50,000 a year for operation of the Board, which is empowered to: plan for the development of a system of higher education and to require colleges to conform to these plans, determine major functions and types of degrees to be awarded, and recommend to the Advisory Budget Commission budgets for each institution.

The new Board was created upon recommendation of a special commission authorized by the 1953 Legislature. It said there was "unjustified duplication of programs and functions" among the State-supported institutions.

NCSBA to Hold Regional Conferences

Four Regional Conferences of The North Carolina State School Board Association will be held this fall, according to a recent announcement by Ben E. Fountain, Jr., newly appointed associate secretary.

Conferences were announced by Mr. Fountain for Cullowhee on September 28, Boone on October 19, Greenville on October 14, and Chapel Hill on October 19. Announcement was also made of The First State Delegate Assembly of the Association to be held November 16 in Chapel Hill.

General theme of this year's program will be: "Effective School Board Working Relationships".

Schools May Secure Tornado Safety Rules

Safety Rules—what to do when a warning is received or a tornado is observed—are available from the United States Department of Commerce, Weather Bureau, Raleigh, Box 627.

According to Charles B. Carney, Meteorologist in Charge of this station, "more than 70 tornadoes have struck in this State during the past 40 years, causing 50 deaths and injuring about 50 other people."

"While the chances of any particular spot in North Carolina getting hit by a tornado is slight," Carney says, "the possibility definitely exists." The bureau issues bulletins whenever weather conditions which produce severe local storms exist and are expected over any part of the State. These bulletins are given widespread distribution to the press, radio, police, and other agencies. Arrangement should be made, he states, for schools to receive this information from these various sources.

In case schools wish to develop tornado safety plans, the Safety Rules issued by the Department of Commerce will be helpful.

"Health Education" Used in Australia

Dr. A. Helen Martikainen, Director of Health Education in the World Health Organization, Geneva, Switzerland, and formerly of North Carolina, has purchased several copies of *Health Education*, publication 287, issued by the North Carolina State Department of Publications in 1953. She plans to send some of these copies to education and medical leaders in Australia.

Dr. Martikainen participated in an all-Australia health education conference recently, in which the *Health Education* publication was discussed.

Superintendents Convene At Mars Hill College

More than 500 superintendents, State Department personnel, and their families attended the Mars Hill annual superintendents' conference, August 9-12. The conference was featured by an address on the new school law by Honorable Claude Love, assistant attorney general; an address on "Financing Capital Outlay" by Honorable W. E. Easterling, secretary of the Local Government Commission; and a symposium on "Competencies Required of High School Graduates for Success in Industry, Agriculture, Higher Education, and Wholesome Living". Participating in the symposium were C. P. Walter, Western Electric Corporation; Albert Clark, Biltmore Dairy Farms; Carey Boston, North Carolina State College; and Clarence Patrick, North Carolina Paroles Board.

Attorney General William B. Rodman, Jr., and Thomas Pearsall, chairman of the Governor's advisory commission on Education, also spoke to the superintendents concerning the State's current policy on segregation.

Addresses by C. D. Douglas on "Basic Changes in Fiscal Operations" and by Eugene Shaw on "Fiscal Outlook in North Carolina" were also highlights of the conference.

Entertainment included a concert by the Transylvania Music Camp and a program of ballads by Carolyn Spivey of Swannanoa. Special features were arranged for wives and children of visiting participants.

Edwin Gill spoke at the conference banquet; and Superintendent R. L. Patton addressed the Ol' Timers Breakfast. Nathan Yelton addressed the group on "Social Security and Retirement".

The Attorney General Rules . . .

Assignment of Pupils to Another Administrative Unit; Authority of One Unit to Pay Tuition to Another Unit

In reply to inquiry: In your letter of August 13th you refer to the fact that for several years approximately 400 students of the County Unit have been attending the schools of the City Unit. The (city unit) Administrative Unit levies a special tax of 12 cents on the \$100.00 valuation in order to operate schools of a higher standard than that provided by State support. You state that the County Board of Education would like to assign these students to the (city) Schools, and the (City Board of Education is willing to accept them provided tuition is paid for them in an amount per pupil comparable to that raised by the 12 cents special school tax law, which will be approximately \$30.00 per pupil. You then pose the following questions:

"Is it legal for the County Board of Education to pay this approximately \$30.00 per pupil for 400 of its 4600 pupils to attend City schools?

"If it is not legal, how would you suggest that it be paid?

"If you know of other cases in point, please cite them and explain how they were settled."

As you know, G. S. 115-352 expressly authorized the State Board of Education in its discretion to transfer children living in one administrative unit or district to another administrative unit or district without the payment of tuition, upon a finding of fact by the Board that such transfer was more economical for the efficient operation of the schools. The New School Law (Chapter 1372, Session Laws of 1955) takes this authority away from the State Board of Education. Section 3, Article 19, of the New School Law, provides that pupils residing in one administrative unit may be assigned either with or without the payment of tuition to a school located in another administrative unit upon such terms and conditions as may be agreed in writing between the boards of education of the administrative units involved and entered upon the official records of such board.

Under the foregoing section, the County Board of Education un-

questionably has the authority to assign the pupils in question to the Schools provided the Board of Education is willing to accept them and the two boards are able to agree upon the terms of such assignments. It seems to me that there would be no problem if there is sufficient room in the Schools to accommodate these pupils and if the parents are able to pay the tuition. I find no express authority for the County Board of Education to pay such tuition. However, Dr. Carroll tells me that when he was Superintendent of the High Point Schools, his Board accepted certain Negro pupils from the Northern part of Randolph County, and the Board of Education of Randolph County paid tuition for them on substantially the same basis as suggested in your letter. Dr. Carroll does not know from what source the Board of Education of Randolph County paid this tuition. He further states that the season for the arrangement was that Randolph County was saved the expense of constructing a Negro High School in that section of the County.

While I find no express statutory authority for such an arrangement, it may be that our courts would uphold such a contract if such an arrangement would save the taxpayers of County the expense of constructing one or more school buildings.—Attorney General, August 16, 1955.

Assignments of Teachers' Salaries

In reply to inquiry: With your letter of July 20th you enclosed copy of the letter from Superintendent of the County Schools under the date of July 19th. Mr. writes:

"We are having many requests from teachers and other school employees that we make an agreement prior to the earning of a full month's salary to deliver salary checks to a bank or other loan agency at such time as the salary checks become due. The purpose of such agreement is to secure loan made to teachers or other employees.

"I shall appreciate an opinion as to whether a superintendent of schools has legal authority to enter upon such agreement as stated above."

G. S. 95-31 provides that no employer shall be responsible for any assignment of wages to be earned in the future, executed by an employer, unless and

until such assignment is accepted by the employer in a written agreement to pay the same.

G. S. 147-62 provides that all assignments of claims against the State of North Carolina or any of its departments shall be absolutely void unless such claim has been duly audited and allowed, and a warrant for the payment thereof has been issued and no warrant shall be issued to any assignee of any claim. To this statute these are certain exceptions which do not seem pertinent to Superintendent 's inquiry.

Based on the foregoing statutes, it seems very doubtful that the State of North Carolina would recognize an assignment of the salary of a public school teacher. Therefore, it is doubtful that a Superintendent of Schools has legal authority to enter into such an agreement as is referred to in Mr. 's letter.—Attorney General, July 22, 1955.

Bond Elections

In reply to inquiry: With your letter of May 25th you enclosed copy of a letter from Superintendent of the County Schools and requested an answer to the question propounded by him. Superintendent writes as follows:

"We are still interested in reducing the number of white high schools in County from ten to three. I am very much in doubt as to whether the County Commissioners would be willing to call an election to determine whether the people would be willing to pay for the buildings required.

"How many signatures would we have to get on a petition in order to force the commissioners to call an election?"

Section 1(6), Article 14 of H.B. 177, which will probably be ratified today, provides that boards of county commissioners are authorized to call elections to ascertain the will of the voters as to whether bonds for school purposes may be issued. Section 6 of that same Article is in the following language:

"Petitions requesting special school elections and bearing the approval of the board of education of the unit shall be presented to the board of county commissioners, and it shall be the duty of the said board to call an election and

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, September, 1950)

J. E. Miller, Associate in the Division of Instructional Service since January 1, 1947, and Director of Adult Education in 1941-42, has been appointed administrative assistant (now Assistant State Superintendent) to State Superintendent Erwin.

Dr. Clyde A. Erwin, State Superintendent of Public Instruction for North Carolina, attended the Thirteenth International Conference on Public Education at Geneva, Switzerland, on July 6-14.

Dr. N. C. Newbold, Director of the Division of Negro Education, retired on July 1, after 37 years with the Department of Public Instruction.

10 Years Ago

(N. C. Public School Bulletin, September, 1945)

On July 1, 1945, Egbert N. Peeler resigned as Director of the Division of Textbooks to become Superintendent of the State School for the Blind and Deaf. Wade M. Jenkins, formerly Superintendent of the Union County Schools, was elected by the State Board of Education to succeed Mr. Peeler. At the same time, A. J. Dickson was elected as Assistant Director to succeed C. H. Walker, who resigned to enter private business.

At its regular monthly meeting on July 5, the State Board of Education adopted the nine months school fund budget providing for an expenditure of \$40,987,552 from State funds during the school year 1945-46.

15 Years Ago

(N. C. Public School Bulletin, September, 1940)

Edward L. Best, Superintendent of the Mecklenburg County Schools for the past five years, died of a heart attack July 5, 1940.

The fourth annual "Superintendents' Conference", sponsored by the Department, met August 1-3 at the Western Carolina Teachers College, Cullowhee, N. C.

Only three changes have been made so far in superintendents of the 1940-41 school term: R. I. Leake to Dare County succeeding R. H. Atkinson; A. B. Gibson to Laurinburg succeeding W. H. McNairy; and John C. Lockhart to Mecklenburg as successor to E. L. Best, deceased.

Kindergarten Teachers Meet in Raleigh Oct. 22

The North Carolina Kindergarten Association will hold its annual meeting in Raleigh October 22, it is announced by Mrs. W. Don Howell of Gastonia, president.

There will be two meetings, Mrs. Howell stated, one in the morning beginning at 9 o'clock, and the other in the afternoon. All meetings will be held at the Raleigh YWCA where there will be accommodations for those who wish to spend the night.

The Association was formed two years ago at East Carolina College, Greenville, at the conclusion of a workshop. Present officers in addition to Mrs. Howell are: Mrs. Charlotte Barnes, Raleigh, first vice-president; Mrs. Byrd Cox, Burlington, second vice-president; Ruth Torrence, Gastonia, corresponding secretary; Mrs. Lotta Smith Welch, Scotland Neck, treasurer; Mrs. H. W. Maddrey, Severn, historian; James Butler, Greenville, public relations consultant; and Annie Mae Murray, Greenville, educational adviser.

There are between 90 and 100 members in the association at present.

The Attorney General Rules

(Continued from page 15)

fix the date for the same: Provided that the board of education requesting the election may, for any reason deemed sufficient by said board, which shall be specified and recorded in the minutes of the board, withdraw the petition before the close of the registration books, and if the petition be so withdrawn, the election shall not be held unless by some other provision of law the holding of such election is mandatory."

As stated above, H.B. No. 177 has not been ratified but has been passed by both houses of the General Assembly. If the bill is ratified in the language quoted above, it is my view that no petitions signed by qualified voters will be necessary in order to compel county commissioners to call an election when the same has been requested by the county board of education. It seems to have been the intent of the Commission on the Revision of the School Law and of the General Assembly to make it discretionary with the school authorities as to whether school elections be called, but to make it mandatory that the commissioners call the election when requested to do so by the board of education.—Attorney General, May 25, 1955.

MAKING TODAY'S NEWS

Sanford. The city schools' advisory committee on integration will have from seven to nine members, with one being a member of the National Association for the Advancement of Colored People, if an option expressed yesterday by School Superintendent Malcolm McLeod represents the thinking of the Sanford board of education.—Durham Herald, August 7.

Winston-Salem. A. Craig Phillips, principal of Moore Elementary School, was named assistant superintendent of Winston-Salem schools yesterday with the understanding that he is to become superintendent in 1956 upon the retirement of John Watson Moore.—Winston-Salem Journal, June 29.

Forsyth. Kenneth E. Heffner, attendance officer in the Forsyth County Schools for the past two years, has resigned to join the General Electric Company. — Winston-Salem Sentinel, August 2.

Charlotte. Two officials of the State Department of Public Instruction will appear at a mass meeting in Charlotte August 8 to help stimulate interest in driver education programs in the public schools.—Charlotte News, July 29.

Durham. A special meeting of the City Board of Education Monday night is slated to hear a report from a special committee named to study the recent Supreme Court decision banning segregation in public schools.—Durham Herald, July 30.

Davidson. Identical petitions for school integration have been filed with both the Davidson County Board of Education and the Lexington City District School Board by the Davidson branch of NAACP, it is announced here today by R. F. Jamerson of North Pugh St., president of the organization.—Greensboro Record, August 10.

Johnston. Operation of the school lunchrooms in Johnston County during the past school year approached a half-million dollar enterprise.—Smithfield Herald, July 26.

Asheboro. A delegation of Negro citizens has petitioned the Asheboro City School Board to "take immediate steps to reorganize the public schools . . . on a non-discriminatory basis".—Greensboro News, July 21.

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NORTH
CAROLINA

PUBLIC SCHOOLS

BULLETIN

October, 1955

RALEIGH, NORTH CAROLINA

Vol. XX, No. 2

Reading Problems Discussed In Professional Publication

"Reading Problems in the Secondary Schools" is the theme of the September issue of *The Bulletin of the National Association of Secondary-School Principals*, which was prepared under the direction of Dr. Marx J. Herzberg, past president of the National Council of Teachers of English. Twenty-two items on reading problems in the secondary school compose this volume.

The October issue of the *Bulletin* will include an extensive study on a "Reading Program for the Gifted Student in Secondary Schools" by Dr. Cora Lee Danielson, former supervisor of Gifted Children in the Los Angeles schools.

Among the articles in the September issue are these: "An Articulated Program for Teaching Reading Skills from Kindergarten to College", "America Reads, But What?", "Cooperation Between Trade Book Publishers and Educators", "Skimming in Reading: A Fine Art for Modern Needs", "Campaigning to Get Students to Read", "Semantics in the Secondary School", "Looking Ahead in Grammar", "School Papers: Opportunities and Procedures", "Learning to Listen to English", "How Much Testing and What Kinds of Tests in the English Language Arts?", "Teaching Slow Learners to Write", and "The English Teacher as a Counselor".

Here is a must for principals, supervisors, and teachers! In no single volume has so much valuable information been presented on reading problems in the secondary school. Each article has been done by an eminent person in the area discussed; and a conscious effort to relate isolated reading problems to the total instructional and guidance programs of schools has been well achieved. No educator who wishes to be up-to-date in his thinking on reading problems in the secondary school can afford to miss this 24 page bulletin.

Citizens Throughout State Discuss Plans for Improving School Program

Six regional conferences on education in North Carolina were held during the latter part of September in connection with the National White House Conference on Education. Meetings were held in Greenville, Fayetteville, Raleigh, Greensboro, Charlotte, and Asheville. Between four and five hundred laymen and professional educators attended each conference.

Attending the regional meetings throughout the State were co-chairmen, recorders, and consultants who had been appointed for each of the six discussion groups which were arranged for each of the regional meetings. Prior to the conferences throughout the State, all co-chairmen, recorders, and consultants met for one full day in Raleigh with Superintendent Charles F. Carroll to make plans for the regional meetings.

Similarly, the State Committee of twenty-two citizens appointed by Governor Luther H. Hodges, met for a day of planning prior to the meetings throughout the State. Following the regional meetings, one day-long State conference on education was held in Raleigh, October 13, in an effort to gather additional grass roots information concerning the thinking of North Carolina citizens on its current educational problems. (Conferences throughout the nation were advised to omit from their discussions the topics of race and religion.)

As a result of the State regional conferences and the Statewide meeting in Raleigh, an editorial committee is now preparing a bulletin entitled, "North Carolina Education — Twentieth Century". This publication will cite briefly and graphically vital statistical information concerning schools in North Carolina and will suggest ideas for immediate and long-range improvement. Copies will be used at the White House Conference in Washington, D. C., late in November, and thousands of copies will be available for use by North Car-

olina educators, PTA members, civic leaders, church leaders, and others.

Serving on the editorial staff are L. H. Jobe, chairman; Vester M. Mulholland; J. L. Pierce; W. L. Lathan; J. P. Freeman; A. C. Davis; T. Carl Brown; and Richard Leaman, art and design.

Topics discussed at each of the six regional meetings included the following: "What Should Our Schools Accomplish?", "In What Ways Can We Organize Our School System More Efficiently and Economically?", "What Are Our School Building Needs?", "How Can We Get Enough Good Teachers—And Keep Them?", "How Can We Finance Our Schools—Build and Operate Them?", and "How Can We Obtain A Continuing Public Interest in Education?"

SCA Announces Science Talent Search

Seniors of 1956 will have an opportunity to share in Westinghouse Science Scholarships and trips to Washington in the 15th annual Science Talent Search, recently announced by Science Clubs of America.

To enter this contest, seniors shall: (1) write a report of about 1,000 words on the subject, "My Scientific Project;" (2) take an examination which tests their ability rather than their fund of information, and (3) supply the school with information about themselves to be sent in with their reports and examination papers.

Forty winners from throughout the nation will be picked from the contestants—one to receive the \$2,800 Westinghouse Grand Science Scholarship, 8 will receive scholarships valued at \$400 each, and \$3,000 in awards will be distributed at the discretion of the judges.

Seniors interested in this Search should write immediately for further details to Science Clubs of America, 1719 N. St., N.W., Washington 6, D. C.

Superintendent Carroll Says . . .

Because of the very fine cooperation given by both our lay and school personnel in securing excellent attendance at the recent White House Conferences on Education, many people in our State have experienced a highly successful technique for building public interest in education. Commendations from many citizens on the organization of the Conferences and extent of public participation merit our appreciation and our consideration.

Two factors are significant as we appraise the Conference series: first, lay citizens were invited to participate in the Conferences; and second, there were no addresses by "outside" speakers. Instead, each person present had an opportunity to make the "keynote address" of the day. Reflecting on the many values accruing from the Conferences, we are pleased with the faith which citizens expressed in education and we are challenged with their suggestions for improving the schools. In the long run, however, the most rewarding value can be the local application of the discussion technique for interpreting school operations and soliciting public participation in school affairs.

To obtain public interest in schools, discussion-type meetings may be the most fruitful media for "hearing" the voice of the people, for "transmitting" the program of the school, and for "blending" a united effort in behalf of better education. Effective as he may be, the day of the "outside speaker" seems to be passing. More and more, people are shunning the missionary-type "teller" and utilizing their own rich resources as a speakers' bureau. Generally, people are more likely to think seriously when they know their thought will be analyzed by their neighbors. If this thinking can be tempered with facts about the local school situation, intelligent conclusions and better understanding are inevitable.

Because of the appreciation which citizens have expressed for the opportunity afforded in the "White House" Conferences to ask questions and propose answers, the idea of converting more of our meetings into discussion sessions might be profitable!

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

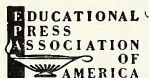
Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

October, 1955

CHARLES F. CARROLL
State Supt. of Public Instruction

Vol. XX, No. 2



EDITORIAL BOARD
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Features

	Page
Citizens Throughout State Discuss Plans for Improving School Program	1
Superintendent Carroll Says	2
Governor Hodges Says Lion's Share for Building Schools Is Local Community	4
7,402 More Boys and Girls Graduate from Public High Schools Than Five Years Ago State Increase 26.2 Per Cent	8-9
State Insurance Coverage of School Property Grows	13
The Attorney General Rules	15

Ye Editor Comments...

Continuing Interest in Education

One of the questions discussed at each of the six regional Conferences on Education was: "How Can We Obtain a Continuing Public Interest in Education?" A great many answers were suggested by those present at these conferences, which when summed up included the use of all media for the dissemination of information about the schools to the public. However, there was one suggestion that appealed to us as having greater possibilities for accomplishing "continuing interest in education" than any other idea advanced. This was the little "White House Conference" idea. We need not call it that, but the notion is that the citizens of the school community should meet regularly to study and discuss the schools in order that they may learn how they are operated in every minor detail. The public schools belong to the people. They are the stockholders. Their official acts are projected through boards of education and administrators. The suggestion was made in one of the conferences that more PTA meetings might be divided according to home rooms where parents might discuss matters concerning their children. It was also suggested that instead of securing outside speakers for PTA meetings the members themselves discuss their schools in order that they would become better acquainted with the policies, purposes, procedures and other school matters. Much adverse criticism of the schools is due to misunderstandings. If the people are given an opportunity to learn more themselves, then a better understanding and a continuing interest should result.

Faith In Schools

Greenville city schools sold some building bonds recently at 2.66%. According to Superintendent J. H. Rose this rate was better than a similar issue which sold for 2.88 a year ago.

The fact that these bonds sold for less at this time than those sold a year ago caused Superintendent Rose to remark that this indicates that the bond buyers still have faith in the public schools. We certainly agree with Superintendent Rose. During the past year we have observed that a few citizens have advocated abolishing the public schools. If the purchasers of school building bonds have faith in public education to the extent that they are willing to pay less now for those bonds than a year ago, then it appears that other citizens as well may take this to mean that buyers expect the public schools to continue, and that they, too, will put their faith in their continuous operation.

Women Board Members

This year there are 73 members of county and city boards of education who are women. One of these is chairman, and all are married except one. Fifteen of the 100 county units and 36 of the 74 city units have one, two or three women on their boards.

Thirty years ago only six county units had women on their boards. (We have no record as to city units.) Those six county units were: Cherokee, Polk, Robeson (2), Rowan, Rutherford and Warren.

"We think this is a good omen for the schools. Women are with their children more than men. They often have more time to devote to their welfare. Their influence and understanding of the schools and of their children are often greater than that of men. It is fitting, therefore, that they should be represented on boards of education in even larger numbers than at present.

"Too Little About History"

"The committee heard evidence which revealed that many of the P.O.W.'s knew too little about the United States and its ideals and traditions. So the Chinese indoctrinators had the advantage.

"The uninformed P.O.W.'s were up against it. They couldn't answer arguments in favor of Communism with arguments in favor of Americanism, because they knew very little about their America. The committee heard a number of ex-P.O.W.'s who stated that a knowledge of Communism would have enabled them to expose its fallacies to their camp-mates."

These two paragraphs are taken from the report by the Committee on Prisoners of War. The Committee in its report proposed a code of conduct for prisoners of war, but it said further that this code "must be supplemented by more intensive education on democracy." Application to schools is self-evident.

Social Security for School Workers

On October 26 members of the State Retirement System will have an opportunity to vote on the question of coordinating their retirement benefits with social security. After studying this matter from a number of angles, we are of the opinion that all State employees should vote affirmatively on this question. A majority of those eligible to vote must vote for it if the coordination is made effective. Those who do not vote are counted as against the coordination of retirement with social security.

Governor Hodges Says Lion's Share for Building Schools Is Local Community

"With or without Federal aid or State aid, it is highly probable that the lion's share of responsibility for providing school buildings and facilities will remain in the local community." So stated Governor Luther H. Hodges in a speech at the dedication of the Teachers Memorial School, Kinston, on September 21.

"In this movement of consolidation and State financing for schools," the Governor said, "State Government continued to leave with each county one highly important responsibility in connection with public education—namely, responsibility for providing school buildings. The State has never yet, as a standard method of operation, assumed the burden of providing counties with funds for school buildings. However, even in this phase of things the State has on two occasions stepped in to provide funds to aid the counties in school construction. In 1949, the General Assembly appropriated from the General Fund \$25 million to be used for school construction, and at the same time, authorized a bond election by which the State could provide an additional \$25 million for these needs. The people of the State overwhelmingly approved the bond issue and a total of \$50 million was made available to aid the counties in providing school buildings. Again in 1953, the people of the State approved a bond issue which provided a further \$50 million for school construction. Processes are now in motion to distribute the last \$25 million of this amount.

"The provision by the State of \$100 million for school construction during the last six years must not be taken to mean that the State has assumed the responsibility of providing money for school buildings. The State contribution for school construction is only a small part of the total picture. The counties themselves are still required to carry the major portion of the load. And even in the distribution of building funds provided by the State, the extent to which a county has itself attempted to meet its own needs can be a highly important factor in determining the amount the county will receive from the State.

"This responsibility will be increasingly important in the future and it will be well for all counties of the State, even those that have substantially met

their present needs, to begin considering ways and means of dealing with their building problems. These problems are becoming especially acute at this time because of the absolute necessity that adequate facilities be provided for all children. Our present school enrollment is slightly in excess of one million children. Within the next five years this figure is expected to increase by approximately 150 thousand. At the opening of school this year it was estimated that all of the counties in the State together needed approximately \$220 million for school building construction. During the next five years, these needs will increase by an estimated \$171 million. This will mean that by 1960 there will be a total need of \$391 million for school construction. Under the present plans, the State will provide \$25 million to meet these needs and it is expected that under plans already in existence \$64 million will become available from local funds, leaving a deficit of \$302 million which also will have to be raised by local communities if the needs are to be completely met. It would appear that unless the amount of these needs can be reduced this is likely to be a very difficult task.

"There is at present a movement of substantial force in this country to have the Federal Government provide funds to help in school construction. The opponents of Federal aid to school construction say that such a development would mean a laxness on the part of individual communities in attempting to provide for their own needs, and furthermore that the Federal Government would probably place conditions on the use of these funds that might lead to Federal control of education. Our own experience in North Carolina does not bear out the fear that communities given outside aid will relax their own efforts. To the contrary, evidence in this State shows that State aid has stimulated local action. Within the last six years, during which time \$100 million has been furnished by the State for school construction, the counties and cities in North Carolina have voted more than \$140 million in local bonds to provide for school facilities. As to the extent to which Federal funds for school construction, if any are provided, would be surrounded with Federal controls, it is too early to tell, but in any

First "Apple Polisher" Lived 4,000 Years Ago

The first "apple polisher" in recorded history was a Sumerian schoolboy who, some 2,000 years before the Christian era began, buttered up his teacher with a home-cooked meal, according to *Geographic News Bulletin* for November 29, 1954.

Dr. Samuel Noah Kramer, curator of the clay writing tablet collection in the University of Pennsylvania Museum and the university's professor of Assyriology, unearthed the story as he pored over cuneiform symbols graven on clay tablets dug up in Iraq.

Before him, he realized, lay a school-child's diary. In it the lad bewailed a day marked chiefly by the number of canings his teacher had given him. The discouraged boy asked his father to invite the headmaster home for a meal. The parent not only did so, but gave the teacher a new garment and a ring for good measure.

The plan worked perfectly. After dinner the master told the anxious student, "You have carried out well the school's activities, you have become a man of learning."

The first apple polisher belonged to a people who may have been the first to make enduring written records. The existence of the little kingdom of Sumer, between the Tigris and Euphrates rivers, was not suspected by modern scholars until less than a century ago. Through Greek and Hebrew writings, archeologists knew of Assyria and Babylonia and had located them geographically. While digging for relics of these later civilizations they came upon tablets in the Sumerian tongue.

At first scholars thought this new language a variant of Assyrian, invented by priests to hide secrets from the public. Further study revealed a record of an entire civilization that preceded Assyria. The full story hidden behind the Near East's cuneiform characters remains to be told.

event, with or without Federal aid or State aid, it is highly probable that the lion's share of the responsibility for providing school buildings and facilities will remain in the local community."

New Booklet Features Pleasure Spots in N. C.

The new "Variety Vacationland" book, covering North Carolina's travel attractions from the Great Smokies to Cape Hatteras, is off the press and available free of charge from the Department of Conservation and Development, Raleigh.

The new booklet contains 130 pictures, 47 of them in full color, in its 64 pages. It also has a centerspread devoted to a map and descriptions of the principal vacation regions of North Carolina.

The booklet was produced by the State Advertising Division of the Department of Conservation and Development, and is the fourth edition of "Variety Vacationland" in this form. State Advertising Director Charles Parker said the 1955 edition differs from previous books in that it is devoted exclusively to tourist promotion. Most of the material in previous editions devoted to industry, agriculture, and history and general information about the State is now included in other publications of the Advertising Division, of which there are over 100 in either printed or multilithed production.

State Advertising Division publications are used in responding to inquiries about the State from all over the world. Approximately a million copies a year are required.

Office of Education Issues New Bulletin

Keystones of Good Internal Administration is the title of a new publication for use by local school administrators just issued by the Office of Education, U. S. Department of Health, Education, and Welfare.

"This publication describes how successful administrators act, what they do, and what their guiding principles are," according to the authors, Ellsworth Tompkins, Specialist for Large High Schools, and Galen Jones, formerly director of the Instruction, Organization, and Services Branch, Office of Education.

Keystones of Good Internal Administration is a companion piece to another Office of Education publication by Ellsworth Tompkins titled *Keystones of Good Staff Relationships*. Both publications are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., price 15 cents each.

Annual State Conference of Supervisors To Hear National Leaders in Education

National leaders in education will be featured at the annual conference of State supervisors, which will be held at Southern Pines, November 13-15, according to Mrs. Eloise Eskridge, president of the division of supervisors of the NCEA. Theme of the conference will be "Developing Leadership to Improve Instruction through Cooperative Action Research".

Dr. Stephen Max Corey, of Columbia University and author of *Action Research to Improve School Practices*, will be the keynote speaker on Sunday evening. Dr. Gertrude Lewis, specialist in upper grade work with the U. S. Office of Education, will participate in all meetings of the conference. Mrs. Grace Taylor Rodenbough, of Stokes County, who served in the legislature earlier in the year, will discuss most recent legislation concerning supervision. At the banquet Dr. Amos Abrams, editor of *North Carolina Education*, official organ of the NCEA, will be the guest speaker.

Mrs. Eskridge has also announced that during the conference five study groups will consider the following topics: "In-Service Program for Supervision"; "Certification, Qualifications, and Pre-Service Preparation of Supervisors"; "Supervisory Relationships: Supervisor to Superintendent, to Principal, to Teachers, to the PTA, to the School Board"; "Role of Action Research in Supervision"; and "Evaluation of the Supervisory Program".

Approximately 300 participants are expected to attend this annual conference.

Isaacs Takes Position on NCEA Staff

Lloyd S. Isaacs, former principal of the Carthage Schools, recently came with the headquarters staff of the North Carolina Education Association as director of professional services.

The new NCEA staff member holds B. S. and M. A. degrees from Appalachian State Teachers College. He began his teaching career in 1948, serving as teacher and athletic director in the Elise High School, Robbins. He has been principal of the Carthage Schools for the past four years.

U. N. C. Extension Division Has Adult Ed. Course

A correspondence course in adult education has been prepared recently by the Extension Division of the University of North Carolina and is available to interested citizens, according to Russell M. Grumman, Director.

The course, according to Mr. Grumman, has two major divisions: the first dealing with organizing, conducting and teaching classes of adults and the other concerning various community services for adults. The course has twenty-five assignments organized into the following five sections: organizing a community for adult education; the psychology of adult learning; curriculum materials and educational guidance; group dynamics, group discussions and other community activities; and organized community programs of adult education.

The course has been prepared in such a manner that it may be used either for individual or group study. It carries three semester hours of undergraduate credit.

Topic Chosen for World Peace Study

Topic for the 1955-56 High School World Peace Study and Speaking Program, conducted annually by the Extension Division of the University of North Carolina, was recently announced.

"The Future of the United Nations in Helping to Build World Peace" was chosen as this year's topic for discussion by participating schools.

Purpose of the Program, according to the leaflet issued by the Extension Division, is to stimulate interest and furnish information on the problems of World Peace. During the past nine years, during which the Program has been in existence, a total of 1,828 participated, 9,100 students prepared and delivered speeches, 28,000 students studied material and wrote papers, and 500,000 people heard the speeches.

Information concerning this Program may be obtained from the Extension Division, University of North Carolina, Chapel Hill.

Annual Conference on Handicapped Youth Arranged for December 8-9-10, Greensboro

North Carolina's Seventh Annual Conference on Educating Handicapped Children will be held in Greensboro, December 8, 9, and 10, with headquarters at the O'Henry Hotel.

Felix S. Barker, Director of the Division of Special Education in the State Department of Public Instruction, chairman of the conference program committee, stated that the conference will be a joint undertaking of the Department of Public Instruction, Division of Special Education, and the Coordinating Committee on Handicapped Children of the North Carolina Health Council, with cooperation from the Nemours Foundation of Wilmington, Delaware.

Participating in the program, in addition to state leaders in the fields of education and health, will be such eminent national leaders as Dr. Franklin M. Foote, Executive Director, National Society for the Prevention of Blindness;

Dr. Romaine P. Mackie, Chief, Division of Exceptional Children and Youth, U. S. Department of Health, Education, and Welfare; Dr. Leonard W. Mayo, Director of the Association for the Aid of Crippled Children; Dr. Ray Graham, Assistant Superintendent of Public Instruction of Illinois; Dr. Arthur S. Hill, Educational Director, United Cerebral Palsy.

For part of the conference, participants will be divided into sections to discuss educational problems of children with specific handicaps: speech and hearing defects, mental retardation, orthopedic conditions, and visual handicaps. One feature of special interest will be a panel on "Meeting the Needs of the Intellectually Gifted Child". The conference will be open to teachers, therapists, and other educational personnel as well as doctors, nurses, psychologists, social workers, and parents.

\$100 Million Spent Annually On Nation's Comic Books

More money is being spent for comic books annually than is spent for textbooks in all of the nation's elementary and secondary schools, according to a report by the University of California.

The survey found that a billion copies of comic books are sold each year at a total outlay of \$100 million. The amount is four times the combined yearly book budgets of all public libraries in the country.

This study indicated that comic books are read by 25 per cent of adult high school graduates, 16 per cent of adult college graduates, and 12 per cent of the nation's teachers.

Public School Graduates Make Good

If Princeton University is any criterion, public high school graduates do better in college than students from private schools.

A recent study by the Princeton University Counseling Service found that the 244 public high school graduates in the survey group earned higher grades, on the average, than did the 398 private school alumni. The researchers used a scholastic aptitude test which enabled them to measure ability and to take that factor into account in their comparisons.

A similar survey was made among sophomores and here again public school graduates were found to earn higher grades than private school graduates of equal ability.

The investigators interpret their findings this way: At the freshman level, public school graduates have a stronger drive to make good. However, at the sophomore level, motivational factors cannot entirely explain the results. Probably, public school students have not been taught skills of organization and criticism to the same extent as have the private school graduates. If this is true, then public school alumni have more to learn in this respect from their work in their freshman year, and the results of such gains may appear in their superior performance at the sophomore level.

In any case, the results of the survey would seem to put to rest the common belief that public school graduates are handicapped in college by comparison with students from private schools.

—*Edpress News Letter.*

Public Relations Brochure To Serve As Practical Guide

Your Public Relations, a guide for vocational educators, prepared by the Committee on Research and Publications of the American Vocational Association, has just come from the press. This attractive 88-page brochure is built around the following nine topics:

- Be Public Relations Conscious
- Organize for Action
- Public Relations Begins in the School
- Widening the Circle
- Your Most Important Publics
- Reaching the Mass Audience
- The Printed Word
- The Personal Touch
- Show Windows for your Program

Your Public Relations presents complete coverage of this important subject. Produced to serve as a guide for vocational educators, this handbook is full of practical ideas for developing close cooperation between school and community. The book includes principles of good public relations which apply to all fields of vocational and practical arts education.

Copies of this book may be secured from the American Vocational Association, Inc., 1010 Vermont Avenue, N.W., Washington 5, D. C.

1955 AASA Yearbook Features Staff Relations

Eight persistent questions on school staff relations are answered in the new yearbook of the American Association of School Administrators, *Staff Relations in School Administration*.

The 1955 AASA yearbook makes an effort to answer the following questions:

- Does a democratic school administration mean that everything is a matter of collective responsibility?
- What can the superintendent do to assure that newly-appointed teachers will stay on the job and be happy?
- Is there an instrument to measure the efficiency and performance of a teacher?
- What is one of the deadly sins of a school executive in personnel administration?
- How can I make the faculty meeting a means for real learning and improvement among teachers?
- What is the best method to use in an in-service education program for teachers?
- What can the school administrator do (without any extended delay) to reduce the tensions and strains on a classroom teacher?
- Is there any single trend emerging in teacher salary scheduling?

Rhodes Joins State Staff As Health Educator

Raymond K. Rhodes has recently joined the State Department of Public Instruction as a health educator, replacing Mrs. Annie Ray Moore, who is currently on leave of absence in Burma with the World Health Organization.

As health educator, Mr. Rhodes will assist Charles E. Spencer in the Division of School Health and Physical Education.

Prior to coming to Raleigh, Mr. Rhodes had served for nine years as athletic director, teacher of health and physical education, and as assistant principal of the Tri-City High School, which serves Leakesville-Spray and Draper. During the war he served as a first lieutenant in the 30th Infantry Division in the European Theatre of Operations.

Mr. Rhodes received his B. S. degree in health and physical education at Western Carolina Teachers College and his Masters degree at the University of North Carolina in health and physical education.

In commenting on Mr. Rhodes' appointment, Superintendent Charles F. Carroll said, "The State is fortunate in securing Mr. Rhodes for the responsibilities of this important position. His training and experiences suggest that he will be a real asset to the State health program".

Welcome to the State Department, Mr. Rhodes!

Eight Units Elect New Superintendents

Eight administrative school units elected new superintendents for the two-year term beginning July 1, 1955, the smallest number of changes that has taken place in recent years. Two of the eight involved superintendents who changed positions and six were persons who had never served in the capacity of superintendent.

Superintendent Earl Funderburk of Elizabeth City succeeded J. W. Byers in Asheville. N. W. Shelton, superintendent of Hyde County succeeded J. F. Pugh in Camden County. The following new superintendents were elected:

R. G. Sutton, Graham County
Tommie M. Gaylord, Hyde County
N. H. Shope, Elizabeth City
Marion W. Bird, Saint Pauls
J. Sam Gentry, Surry County
W. Guy Angell, Watauga County

Free Information

(A Notice to Principals and Teachers)

"Would you please send me all the free information that you have on North Carolina?"

Hundreds of requests of this kind have been received by the Raleigh Chamber of Commerce, the Governor's Office, the Department of Conservation and Development (State Travel Bureau and State News Bureau), the State Department of Public Instruction, and other State agencies. In fact, the demand for information on North Carolina in general and for specific data on various phases of its activities, as education, industries, agriculture, government, etc., is so great that departments are unable to cope with it. To partly meet the demand, leaflets and bulletins have been issued, the most notable being *The Tar Heel State*, a little brochure giving briefly as much information as possible of the kind in demand. However, printing costs on even a small publication of this kind mount when they are issued in lots of 50 and 100 thousand. Postage and envelopes, too, become large when individual copies are mailed to every pupil who requests this material.

No one connected with the State government wishes to stifle the desire for learning, especially facts about North Carolina. It has been suggested, however, in order to keep costs in connection with the dissemination of such information to a minimum that the teacher, or a designated member of a class or school, make the request for such information. It has also been suggested that resources of the school library be consulted before these special requests are made. Most of the State's departments and agencies will be glad to send copies of their reports to school libraries, if requested by the librarian.

High Schools May Borrow Photographic Exhibit

An exhibit of salon prints is being offered on temporary loan to all high schools in the United States by Eastman Kodak Company. This salon is made up of a selection of prize-winning pictures taken by high school students who have participated in the National High School Photographic Awards.

The exhibit consists of fifty prints of uniform size, each encased in a transparent envelope, which provides good protection. They are light in weight and easy to handle. Part or all of the fifty prints can be displayed at one time, and students take interest in arranging the exhibit.

Transportation, both ways, is paid by the sponsor of the Awards, the Eastman Kodak Company. There is no mention of the company or its products, and the exhibit is strictly non-commercial. The annual competition, known as the National High School Photographic Awards, provides the basis for these exhibits. It has the approval of the Contest and Activities Committee of the National Association of Secondary School Principals.

Bookings can be arranged by writing to National High School Photographic Awards, 343 State Street, Rochester 4, New York. All public, parochial and private high schools are invited to sign up for this annual program of exhibits.

Dr. Hillman Elected to National Council

Dr. James E. Hillman, Director, Division of Professional Service, State Department of Public Instruction, has been elected to membership on the National Council for Accreditation of Teacher Education. Dr. Hillman is one of twenty-one members making up the Council.

The Council is an autonomous organization whose purpose it is to improve teacher education through accreditation. Only those qualified institutions that apply voluntarily and are found by examination to meet the standards for the preparation of teachers are accredited by the Council. Non-profit institutions of higher learning offering not less than four years of college work leading to a bachelor's degree and accredited by a regional accrediting association are eligible to apply for accreditation by the Council. For the Southern states, the regional accrediting association is the Southern Association of Colleges and Secondary Schools.

Council headquarters are in the Mills Building, 17th and Pennsylvania Ave., N. W., Washington 6, D. C. Communications should be directed to Dr. W. Earl Armstrong, Director, National Council for Accreditation of Teacher Education. Dr. Hillman will assist the North Carolina colleges in any way possible.

7,402 MORE BOYS AND GIRLS GRADUATE FROM PUBLIC HIGH SCHOOLS THAN FIVE YEARS AGO. STATE INCREASE 26.2 PER CENT

Graduates from the public high schools in 1954 totaled 35,679, this number being 7,402 or 26.2 per cent greater than the number graduating in 1949. The 1954 graduating class was 1,445 greater than the number graduating in 1953.

Of the total graduates in 1954, 19,780 were girls and 15,899 boys, a percentage distribution of 55.4 and 44.6 respectively. Also of this total, 23,672 or 66.3 per cent were from county units and 12,007 or 33.7 per cent, from city units. Still another division of the total gives 27,299 white and 8,380 Negro graduates, 76.5 per cent and 23.5 per cent respectively.

Table I

Table I shows these and other divisions in the graduates from the State's public high schools in 1954, the number of graduates for other years according to race and sex, and the five-year increase in number and percentage according to the same groupings. A summary of the five-year increase part of the table shows that:

1. a greater increase occurred in county units than in city units—30.8 vs. 18.0.

2. the percentage increase for boys (31.2) was greater than for girls (22.5).
3. the percentage increase for Negro schools was greater than it was for white schools.
4. the percentage increase of boys, both white and Negro, was greater than that for girls for their respective races.
5. the percentages of boys and girls, both white and Negro, were greater in county units than their comparable groupings in city units.

Tables II and III

These two tables give by races the number of boys and girls graduating from the State's public schools in the 74 city and 100 county administrative units in 1949 and 1954. The last column or each table gives the total graduates for each of these two years.

The majority of the units, as would be expected, show increases in the number of high school graduates in 1954 over the number in 1949. There were some decreases, however, in city units the following showed fewer total graduates in 1954 than in 1949: Andrews, Asheville, Concord, Elizabeth City, Franklinton, Lincolnton, Madison, Mor-

ganton, Morven, Oxford, Salisbury, and Wadesboro. Only Cabarrus and Hyde County units showed fewer total high school graduates in 1954 than in 1949. More than a fifth of the total graduates from the high schools in city units ranged from 985 in Charlotte to only 25 in Morven. Among county units the range was from 701 in Forsyth to only 17 in Cherokee. More than one-fourth

of the total graduates of the high schools in the city units were from five units of Charlotte, Greensboro, Winston-Salem, Raleigh and Durham.

I. Graduates from Public High Schools

Year	WHITE			NEGRO			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1943-44*	8,378	14,955	23,733	1,344	3,892	5,236	9,722	18,247	27,969
1944-45*	7,924	14,067	21,991	1,279	3,669	4,948	9,203	17,726	26,929
1945-46	8,283	13,710	21,993	1,570	3,355	4,925	10,852	15,267	26,119
1946-47	8,588	13,440	22,028	1,591	3,269	4,860	10,936	15,069	26,005
1947-48	9,025	11,580	20,605	1,911	3,269	5,180	10,936	15,069	26,005
1948-49	9,888	12,640	22,528	2,223	3,509	5,732	12,131	16,146	28,277
1949-50	10,782	13,236	24,018	2,554	3,950	6,504	13,328	17,456	30,812
1950-51	10,782	13,236	24,018	2,554	3,950	6,504	13,328	17,456	30,812
1951-52	10,989	13,441	24,430	2,673	4,437	7,110	13,662	18,378	32,040
1952-53	12,681	14,735	27,416	3,045	4,993	8,038	15,726	19,780	35,506
1953-54	14,451	16,359	30,810	3,418	5,380	8,798	18,164	22,171	40,335
Counties	8,440	10,317	18,657	1,947	3,068	5,015	13,387	18,285	31,672
Cities	4,043	4,599	8,642	1,469	1,896	3,365	5,512	6,495	12,007
1949 to 1954	2,625	2,194	4,819	1,143	1,458	2,601	3,768	3,634	7,402
Counties	2,050	1,665	3,715	777	1,037	1,854	2,807	2,762	5,569
Cities	575	529	1,104	366	421	787	961	872	1,833
Percentage	26.5	21.3	23.8	59.3	41.6	45.0	31.1	22.5	26.2
Counties	32.1	19.5	24.9	63.6	55.7	58.6	37.0	26.2	30.8
Cities	16.5	12.5	14.4	35.6	23.5	28.5	21.1	15.5	18.0

* Includes graduates from eleventh grade.

III. Graduates from Public High Schools 1948-49 and 1953-54, County Units

Unit	WHITE			NEGRO			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
48-49	33	48	81	43	53	96	76	101	177
53-54	49	51	100	49	54	103	98	105	203
Alamance	123	153	276	170	222	392	24	39	63
Alexander	23	27	50	32	43	75	5	6	11
Ashe	45	55	100	61	85	146	20	18	38
Beaufort	87	91	178	179	226	405	1	1	2
Bertie	48	40	88	335	194	529	16	30	46
Bladen	34	39	73	45	76	121	31	47	78
Burke	44	43	87	66	110	176	9	15	24
Camden	28	75	103	63	519	582	9	40	49
Caldwell	91	100	191	321	271	592	3	7	10
Carteret	48	59	107	15	29	44	3	7	10
Chatham	2	14	16	15	29	44	3	7	10
Cherokee	4	8	12	63	68	131	5	11	16
Clay	2	14	16	15	29	44	3	7	10
Columbus	48	59	107	15	29	44	3	7	10
Crawford	2	14	16	15	29	44	3	7	10
Cumberland	48	59	107	15	29	44	3	7	10
Dare	2	14	16	15	29	44	3	7	10
Davidson	48	59	107	15	29	44	3	7	10
DeWitt	2	14	16	15	29	44	3	7	10
Durham	48	59	107	15	29	44	3	7	10
Forsyth	48	59	107	15	29	44	3	7	10
Gaston	48	59	107	15	29	44	3	7	10
Guilford	48	59	107	15	29	44	3	7	10
Henderson	48	59	107	15	29	44	3	7	10
Hertford	48	59	107	15	29	44	3	7	10
Hoke	48	59	107	15	29	44	3	7	10
Johnston	48	59	107	15	29	44	3	7	10
Lincoln	48	59	107	15	29	44	3	7	10
Madison	48	59	107	15	29	44	3	7	10
Martin	48	59	107	15	29	44	3	7	10
Mecklenburg	48	59	107	15	29	44	3	7	10
Monroe	48	59	107	15	29	44	3	7	10
Morgan	48	59	107	15	29	44	3	7	10
Murphy	48	59	107	15	29	44	3	7	10
Nash	48	59	107	15	29	44	3	7	10
Northampton	48	59	107	15	29	44	3	7	10
Onslow	48	59	107	15	29	44	3	7	10
Orange	48	59	107	15	29	44	3	7	10
Perquimans	48	59	107	15	29	44	3	7	10
Piedmont	48	59	107	15	29	44	3	7	10
Rockingham	48	59	107	15	29	44	3	7	10
Salem	48	59	107	15	29	44	3	7	10
Swain	48	59	107	15	29	44	3	7	10
Taylorsville	48	59	107	15	29	44	3	7	10
Town	48	59	107	15	29	44	3	7	10
Union	48	59	107	15	29	44	3	7	10
Van Duse	48	59	107	15	29	44	3	7	10
Wake	48	59	107	15	29	44	3	7	10
Wayne	48	59	107	15	29	44	3	7	10
Yamhill	48	59	107	15	29	44	3	7	10

Centennial Celebration Now Underway In Rapidly Expanding Mars Hill College

Mars Hill College, in celebration of its centennial, has announced a series of special events for the academic year now in progress. First of these events was the inaugural centennial convocation September 19 at which Dr. James T. Cleland of Duke University was the guest speaker.

Other events will include a founders' day program, October 15, during which Dr. Gordon Palmer of Los Angeles will speak and the Memorial Library and the Meyers Dormitory for Men will be dedicated. Homecoming day with the traditional Thanksgiving program will be the feature of November 24; and on February 16, Charter Day will be observed. Dr. Fred Brown of Knoxville will be guest speaker for the homecoming festivities; and Dr. Edward Hughes Pruden of Washington, D. C., will speak on Charter Day.

On May 12, 1956, Jonathan Daniels of Raleigh will speak at the Honor Clubs banquet; and June 2-4 the centennial commencement exercises will be held. Chief speakers for commencement include Cecil Hill of Brevard and Dr. R. Paul Caudill of Memphis, Tenn. A historical pageant depicting highlights of the first hundred years of Mars Hill will also be featured at commencement time.

Mars Hill College, the oldest college of continuing existence in western North Carolina, was the first school established by Baptists in the State west of the Blue Ridge Mountains. In 1856, the school opened as the French Broad Baptist Institute, but three years later it was chartered as Mars Hill College. Except for the years 1863-65, when the violence of the Civil War forced the college to close, Mars Hill has been in continuous operation and has graduated more than 10,000 young men and women. This year more than one thousand students are enrolled from many of the states and from foreign countries.

The staff is composed of more than one hundred individuals; the campus has 120 acres; the property valuation is five million dollars; and the endowment is \$500,000.

Since 1938, Dr. Hoyt Blackwell has served as president of Mars Hill, succeeding Dr. Robert Lee Moore, who served the college fifty-one years.

The Bulletin congratulates Mars Hill College and its entire personnel—facul-

Paperbound Books Recommended for High School Students

"Paperbound books as tools for learning may be the beginning of an important new era in education," declares Cora Paul Bomar, State school library adviser, who, a few weeks ago, sent to high school librarians and principals an approved list of 125 paperbound titles which may "be used to advantage, without reservation, by any high school student."

"The State Department of Public Instruction believes that there is a place for paperbound books in the high school," continued Miss Bomar. "In addition to their use as curricular materials, we think an appreciation for some of our great literature can be developed by encouraging high school boys and girls to build their own personal libraries. It should be emphasized that these books are *not* to take the place of library books. Moreover, State money *cannot* be spent for pocket books."

Some schools offer paperbound books for sale to students through the library or the school store; in some instances libraries have display racks for paperbound books on the floor of the main reading room. Sometimes paperbound books are also purchased with school or organizational funds and are given to students to form the basis of their own home libraries. Companies publishing paperbound books offer them to schools at a very good discount.

Any school interested in the possible use of paperbound books should write directly to the publishers for specific information. The New American Library, 501 Madison Avenue, New York 22, publishes Signet, Signet Key, and Mentor books; whereas, Pocket Books, Inc., 630 Fifth Avenue, New York 20, publishes Pocket books, Comet, and Cardinal books.

ty and students—upon reaching this notable milestone of progress. Increasingly recognized as an institution of character, integrity, and high ideals, Mars Hill College is keenly aware of its widening responsibilities to North Carolina, the nation, and the world.

Association Announces Closing Dates for Mss.

Closing dates for the submission of manuscripts for its annual publications were announced recently by the National High School Poetry Association.

- These closing dates are as follows:
1. For the thirteenth annual Anthology of College Poetry—November 5, 1955.
 2. For the Sixth Annual High School Essay Competition—November 10, 1955.
 3. For Poetry Anthologies for Junior and Senior High Schools—December 5, 1955, for the fall and March 25 for public and March 15 for private schools for the spring edition.
 4. For the National Teacher's Anthology of Poetry—January 1, 1956.
- Manuscripts should be sent to Dennis Hartman, Secretary, 3210 Selby Ave., Los Angeles 34, California.

Buncombe County Holds Mental Health Workshop

A mental health workshop, which was held in the Biltmore school, was attended by the superintendent, supervisors, and principals of Buncombe County August 22-23. Emphasis throughout the two-day conference was on various types of leadership.

Assisting in the workshop were Dr. Allan S. Hurlburt, Assistant Superintendent of Public Instruction; Madeline Tripp, Supervisor of Elementary Education; and Dr. Robert M. Fink, Consultant in Mental Hygiene.

As an overview for the workshop four types of leaders were discussed: the dictatorial type, the benevolent autocrat type, the laissez-faire type, and the democratic type. During the workshop, efforts to impress the conferees with qualities of desirable leadership were made through the technique of role-playing. The problems of a teacher of many years' experience in a school in connection with a young and inexperienced principal were enacted. Likewise in a role-playing situation, an autocratic superintendent faced his principals with a preconceived plan of his own, begging their enthusiastic support and execution. Dr. Hurlburt directed the discussions following each of the role-playing situations.

During the conference a movie entitled "The Inner Man Steps Out" was shown to the participants. Throughout the workshop, emphasis was continually placed on techniques of democratic leadership.

Johnston County Teachers Publish Reading Bulletin

"Helping Pupils Learn to Read in Johnston County", an artistically illustrated mimeographed bulletin, was distributed early in September to Johnston County teaching personnel, according to Mrs. Eloise Eskridge, supervisor for the county.

This bulletin was prepared by the seventeen first-grade teachers of Johnston County in collaboration with Mrs. Eskridge, the superintendent, other members of the teaching and administrative staff, plus a number of consultants from the State Department of Public Instruction, and other personnel of the State.

For a period of more than two years, teachers in Johnston County have had as the theme of their in-service professional meetings, "Improving Reading Through an Understanding of Children". This bulletin is a culmination of their efforts.

Limited distribution of this publication will be undertaken by the Johnston County administrative unit; however, if demands are somewhat large, the Department of Public Instruction hopes to mimeograph additional copies to meet requests of interested persons.

Wake County System Issues Publication

Wide-A-Wake is the name of a new publication issued by the Wake County Schools as a part of its program "to help make better schools faster" by means of pooling and sharing ideas and cooperative research to improve administrative procedures and practices.

Wake's first number of Volume I was issued as the "Winter, 1954" edition. It is issued as a part of the overall program of the Associated Public School Systems of which Wake is a member and which has 200 member school systems over the United States. This first number includes a brief account of procedures and practices followed in individual schools throughout the County. These activities have been presented with the view of sharing them with others engaged in school work and with the hope that new and better ways will be found to improve public education.

Let us be among the first to congratulate Wake on being wide-awake to the values of sharing their successful practices with their WIDE-A-WAKE readers.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

October 10-13

October 12

October 20-21

October 24

October 24-27

November 6-12

November 8-9

November 24

November 11-13

November 13-15

November 25-27

November 28-December 1

—National F.F.A. Convention, Kansas City, Mo.

—Columbus Day.

—National Association of Guidance Supervisors and Counselor-Trainers (Southern Region), Asheville, N. C.

—United Nations Day—Tenth Anniversary.

—41st Annual Convention, National League to School Attendance, Buffalo, New York.

—American Education Week.

—North Carolina College Conference, Winston-Salem, N. C.

—Thanksgiving Day.

—National Conference on Community Development, auspices Adult Education Association, St. Louis, Mo.

—Annual Conference Supervisors and Directors of Instruction, Southern Pines.

—Convention of the National Council of Teachers of English, New York.

—White House Conference, Washington, D. C.

Federal Income Tax Kits To Be Distributed

The 1955 teaching unit kits on Federal income tax will be shipped in December direct to the office of each school superintendent where it will then be distributed to each individual school, according to J. Melvin Whitford, Chief, Training Branch, Internal Revenue Service, Greensboro.

Internal Revenue Service will contact all school superintendents of both public and private schools and will ask each of them to request the amount of material needed, Mr. Whitford stated. A special order blank has been designed for this purpose.

As last year there are two types of kits: (1) A teaching unit designed for agricultural students; (2) The general kit. Each kit contains a Teacher's Manual, Student Handbooks, and blown up tax forms.

For the reason that today's students are tomorrow's taxpayers, it is hoped that every student at secondary level of education will receive the course.

"The Internal Revenue Service has been very much pleased with the response on the part of teachers and principals in availing themselves to this material in the past and it feels that the National Tax Administration is being improved through this program," Mr. Whitford stated.

National Study Shows Practices Most Used with Gifted Children

A survey recently completed by the U. S. Office of Education points up practices which teachers are using most with gifted children; it also indicates methods which are used least.

Practices and provisions most commonly reported for teaching rapid learners include the following:

- Current events, guidance in newspaper reading, radio and television listening
- Individual research, including the use of standard references in a large library
- Critical thinking and socialized recitation

Practices revealed from this survey which are used least are:

- Preparation of radio and television programs, culminating activities generally, and participation in adult movements in the community
- Pupil-teacher planning and pupil evaluation of group work
- Use of several textbooks rather than a single text
- Individual studies related to personal interests in art, music and similar fields
- Experiences in studying intergroup or intercultural relations

Professional Status of Negro Principals Subject of Graduate Study at NCC

In an effort to determine the professional status of North Carolina's classified Negro elementary school principals, C. I. Brown of North Carolina College has made a study of all Negro schools having seven or more teachers located within cities having a Negro school population of at least 2300. The study was further limited to administrative and supervisory procedures reported as being practiced by the principals of these schools. The study was directed by Dr. James C. Finney.

It was learned in this study that 89 per cent of the elementary principals questioned assist in the selection of teachers; that 100 per cent make definite and continuous provisions for supervision of instruction; that 64 per cent assist in some manner with the annual budget; and that 46 per cent are consulted frequently by superior officers concerning school policies.

Characteristics listed most often by these principals for success in teaching include wholesome philosophy of life; professional-mindedness; conscientiousness in meeting responsibilities; desire to grow intellectually; and cooperation with colleagues.

Supervisory techniques used most often to improve learning conditions, in addition to classroom visitations, include the following: encouraging the study and use of community resources; providing teachers with instructional materials; helping each teacher with his individual problems, stimulating better use of available instructional materials; and helping teachers feel free to experiment wisely.

The principals responding indicated that they themselves most often received aid from workshops or conference groups; from the local supervisor; from committees of teachers; from the local superintendent; from the State Department of Public Instruction; and from principals of other schools.

This study shows comparatively how North Carolina ranks in a number of ways with the nation as a whole. The study indicates that "the rise of the Negro elementary school principal from slavery to preeminence within the State's educational level is indicative of the wholesome development which education in the State generally seems to be enjoying". It was pointed out, however, that the elementary principalship does not yet enjoy parity with the secondary school principalship.

UNITED COMMUNITY CAMPAIGNS



Correspondence Courses Offered by UNC and State

The Extension Division of the University of North Carolina has good news for teachers needing to renew their certificates. For those who cannot attend summer school, a wide variety of courses, chosen from a number of departments, are being offered by correspondence at reasonable cost through the Extension Divisions of the University of North Carolina at Chapel Hill and North Carolina State College at Raleigh. Catalogues and complete information concerning these courses may be obtained by writing the Bureau of Correspondence Instruction at either school.

Teachers will also find the services of the Correspondence Bureaus valuable in counselling high school seniors who are planning to continue their education or who are looking for an interesting and profitable career. Students in the former category may remove college entrance deficiencies by correspondence (for example, plane geometry), or may actually begin their college education at home during the summer by taking one or more of the freshman courses available.

Courses may be taken at the student's convenience by mail from whatever location he chooses. He may take regular college courses, or special courses, with the full assurance that his written work will be given individual attention by members of the University faculty.

Opportunities Open in German Schools

Opportunities to serve as English language assistants in the secondary schools of the Federal Republic of Germany are open to American graduate students or teachers under the International Educational Exchange Program of the Department of State, it was recently announced by Kenneth Holland, President of the Institute of International Education, 1 East 67th Street, New York City.

Under the German assistantship program, American students will serve as assistants to teachers of English and will be assigned to institutions in German cities. Successful candidates will have an opportunity to gain teaching experience and at the same time to undertake courses of study or research at German universities. Assistants selected for this project usually will not teach regular classes, but will conduct conversational exercises and sponsor English clubs and workshops on American history and literature.

Awards are for the 1956-57 academic year. The closing date for application is October 31, 1955.

Basic requirements for the assistantship awards are: (1) United States citizenship; (2) A bachelor's degree or its equivalent at the time the award is taken up; (3) Working knowledge of the German language; (4) Age 35 years or under; (5) Good health.

Persons wishing to apply for teaching grants should write to the U. S. Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

Charlotte Teacher Exchanges Position

Philecta Reinhardt, teacher of English and French in the Central High School of Charlotte last year, left the United States August 5 for England.

During the school year 1955-56, Miss Reinhardt will exchange positions with Margaret R. Roberts, teacher in the Bishop Blackall School in Exeter. Miss Roberts will replace Miss Reinhardt in the Charlotte position.

This exchange in positions by Misses Reinhardt and Roberts is part of a nationwide exchange involving 100 teachers from 32 states. These interchanges are a part of the International Educational Exchange Program conducted by the Department of State.

Essay Contest Announced

The 21st Annual National Essay Contest open to high school pupils enrolled in grades 9-12 has been announced by the Ladies Auxiliary to the Veterans of Foreign Wars, National Headquarters, 406 West 34th Street, Kansas City, Missouri. National awards of \$1,000, \$500, \$250, \$100, and honorable mention awards of \$10.00 each have been provided. The subject for this year's essay is "America—Beacon of Hope". March 15, 1956, is the deadline for submitting essays. Schools interested in the Contest should contact the local Ladies Auxiliary of the Veterans of Foreign Wars, or write directly to Headquarters for additional information.

Junior Historian Clubs Organized in Schools

Fifteen Junior Historian Clubs were organized last year in the public schools, according to Mrs. Joye E. Jordan, Executive Secretary, Tarheel Junior Historian Association, Raleigh. Three of these clubs were organized in high schools and the remainder in elementary schools, mainly at the eighth grade level where North Carolina history is taught.

The establishment of a Junior Historian Organization in North Carolina was authorized by the General Assembly of 1953. The organization has for its main purpose the promotion of the use of local historical resources in the public schools. Its aim is to supplement elementary and secondary curriculum by more extensive use of these local materials.

In accordance with law the State organization was established by the State Department of Archives and History in cooperation with the State Department of Public Instruction and other interested agencies and organizations. A guide for aiding teachers in organizing Junior Historian Clubs has been issued and may be obtained from the Executive Secretary. This guide includes ways by which students can benefit by joining the Historian Club—stimulates interest in history, develops character and individual initiative, and increases growth in democratic citizenship and knowledge of community problems. Such a club also serves as a public relations device for the school and community.

State Insurance Coverage of School Property Grows

Insurance coverage of school property at the close of the school year 1954-55 had increased to \$196,247,820.51 in 96 of the State's 174 administrative units, according to Thos. B. Winborne, Director of the Division of Insurance, State Board of Education. Only 92 units carried a part or all of their insurance with the "State Fund" in 1953-54.

Total income for the year from insurance premiums and investments amount to \$530,090.36, or \$32,927.02

more than the preceding year. Expense, however, was also greater this past year due to greater losses sustained by reason of hurricane Hazel. Nevertheless, the sum of \$151,461.13 was added to the reserves of "The Fund", which now total \$855,336.24.

An analysis of the losses of school property covered by State Insurance shows a range of \$12.50 in Tarboro to \$87,176.49 in Union County. Comparative data for each year from June 30, 1950, to June 30, 1955, follows:

Fiscal Year Ended	Insurance In Force at June 30	Earned Premiums	*Extended Coverage & Fire Loss	Loss Ratio To Earned Premiums	*Net Profit
June 30, 1950	\$ 41,943,735.26	\$ 78,862.14	\$ 16,078.98	20.39%	\$ 85,479.21
June 30, 1951	76,353,188.70	189,614.76	91,296.73	48.15	117,773.38
June 30, 1952	115,490,287.74	274,365.96	40,666.81	14.82	249,050.10
June 30, 1953	147,318,075.04	352,237.68	356,610.50	101.24	29,336.26
June 30, 1954	171,254,967.17	414,163.73	238,082.00	57.48	222,236.16
June 30, 1955	196,247,820.51	459,840.94	335,523.56	72.97	151,461.13
Total	- - - - -	\$1,769,085.21	\$1,078,258.58	60.95%	\$855,336.24

* Fire Loss and Net Profit includes adjustment made to surplus each year for actual settlement of claims in process of adjustment at the end of each fiscal year.

Board Adopts New Geography Texts

New geography textbooks for grades 4, 6 and 7 were adopted by the State Board of Education at its May meeting. The names, publishers, and retail contract prices of these books are as follows:

Fourth grade—Living Together Around the World (Macmillan), \$2.35
Sixth grade—Your World and Mine (Ginn), \$3.21

Seventh grade—Western Lands (Allan), \$3.52

These books will replace the series published by Ginn and Company for which the contract has expired. The latter-named book was also adopted for use in grade eight, where schools study North Carolina history in the seventh grade.

The Board decided at its April 7 meeting not to call for bids on a new geography text for the fifth grade, but instead accepted the recommendations of the Textbook Commission that the book, "Exploring Our Country", published by the Follett Publishing Company and now on contract as a history text, be adopted for use as a geography text.

Bulletin Lists Numerous Records as Valuable Teaching Aids

A nine-page bulletin, "Suggested Records for Use in Music, Social Studies, and Physical Education," prepared by the Music Department of the State Department of Public Instruction, has recently been distributed throughout the State. This bulletin includes a carefully screened list of available recordings. It is hoped that this list will encourage the use of music as an enrichment of many areas of the school curriculum.

Any teacher or administrator interested in this publication may have free copies upon request.

The Department feels that music is definitely a part of the total school curriculum and that in many specific areas it can be inter-related with rewarding results. Music supervisors from the State Department like many music teachers in the State, continually emphasize the fact that music in and of itself is no more important in the public schools of North Carolina than music properly correlated with other subject matter areas.

Nine NC School Systems Participate In Filming Color Picture on Libraries

Nine North Carolina school systems participated with the State Department of Public Instruction in producing a 25-minute color film entitled "Let's Visit School Libraries".

This film, designed to be of instructional value throughout the State, was directed by Cora Paul Bomar and Celeste Johnston, school library-advisers, and by James M. Dunlap, former adviser in Resource-use Education. They were assisted by Mrs. Mary P. Douglas as library consultant; Jimmy Capps from WPTF as narrator; Dr. Arnold Hoffman as music consultant; George Maddrey as sound engineer; Richard P. Leaman, in charge of titles; and L. H. Jobe as script editor. Dunlap was responsible for photography.

The purpose of this film is to present a cross section of North Carolina school libraries—how they are planned, organized, and operated. All scenes are actual situations taken in North Carolina schools, with boys and girls serving as prominent characters.

Seven N. C. Teachers Get Fellowships

Seven of North Carolina's high school teachers have been awarded fellowships for 1955-56 by The Fund for the Advancement of Education.

They are as follows:

Ralph H. Duckett, West Buncombe High School, Asheville

Mrs. Sybil S. Duckett, West Buncombe High School, Asheville

William B. Hight, Jr., Altamahaw-Ossipee High School, Altamahaw

Mrs. Mary A. Moody, Rankin High School, Guilford County

Mrs. Charlotte Scappucci, Central High School, Charlotte

Jack Stern, Central High School, Charlotte

These fellowships will enable these teachers to devote a full academic year away from the classroom to activities designed to extend their own liberal education and to improve their teaching ability. States receiving the largest number of individual awards of the total 150 were: New York and California, 16 each; Pennsylvania and Michigan, 11 each; North Carolina, 7; and Massachusetts, 6.

Participating schools in the production of this film include specific schools in Buncombe, Durham, and Granville Counties, as well as certain schools in Chapel Hill, Charlotte, Hickory, Kanapolis, Raleigh and Salisbury.

The premier showing of this film was held at Mars Hill early in August during the Statewide superintendents' conference. At this time it was announced that copies of the film would be available for distribution at \$130 each. The film was authorized by the Commission of Resource-Use Education and was financed by this organization.

Miss Bomar and Miss Johnston are planning regional in-service study meetings at which librarians and supervisors will have an opportunity to see the film and assist in working out a study guide to be used with it. Time and place of these regional meetings will be announced in the near future, and superintendents are urged to encourage at least one person from each school to attend these meetings along with the supervisor.

Pen Friends Improve School Work

School boys and girls who have made pen friends in other countries, and have exchanged information of a personal and first-hand nature, pictures and other souvenirs, have improved in their work in geography, history, civics, letter-writing and other subjects, according to thousands of teachers.

The International Friendship League of 40 Mount Vernon Street, Boston, Massachusetts, is in constant communication with schools in one hundred and thirty-seven free countries and territories of the world. These world-wide schools send the names, ages and addresses of boys and girls interested in making friends by mail with young people of their same ages and interests in all parts of the United States.

Any teachers who are interested in bringing the opportunity of making personal pen friendships around the world before their students are invited by the League to send a self-addressed, stamped envelope requesting a free supply of descriptive brochures to International Friendship League, 40 Mount Vernon Street, Boston 8, Massachusetts.

Former Superintendent Dies

H. H. McLean, formerly superintendent of schools in Beaufort and Washington Counties, died in Washington September 18.

Mr. McLean was superintendent of the Beaufort County schools from 1918 to 1935 and of the Washington County schools from 1935 to 1945 when he retired. He served as principal of Washington High School 1907-09. He also served as head of the Maxton and Farmville schools until he became superintendent of the Beaufort school system.

Births and Deaths Remain Static

Number of births and deaths in North Carolina for the first seven months of 1955 were practically the same for the same period of 1954, according to recent figures released by the State Board of Health.

There were 65,700 live births from January 1, 1955, through July, 1955, the release shows. For the same period during 1954 there were 65,688 live births. Deaths during the same periods were for 1955, 19,064, and for 1954, 19,055.

Social Studies Teachers To Attend National Meeting

Plans are under way for a bus load of North Carolina social studies teachers to attend the annual meeting of the National Council for Social Studies, which will be held in New York City November 24-26 during the Thanksgiving vacation.

According to Homer Lassiter, supervisor in the State Department of Public Instruction, the projected trip will start in Charlotte and the bus will pick up teachers who are interested in the trip in Greensboro, Durham, and Raleigh. There will be an overnight stop en route both ways in the vicinity of Washington, D. C. Transportation costs will be approximately \$20-\$24.

Teachers interested in making this professional trip should get in touch with Dr. Jonathan C. McLendon, executive secretary of the North Carolina Council for the Social Studies, School of Education, Duke University, Durham, North Carolina.

The Attorney General Rules . . .

Authority of One Administrative Unit to Enroll Pupils Residing in Another Administrative Unit

In reply to inquiry: In your letter of September 2nd you state that for many years certain children of the _____ area of (1) County have been attending the _____ School in (2) County. These children were assigned by the State Board of Education. You further state that when the schools of (2) County opened for the current term, the (2) County Board of Education sent a bus into (1) County and has been transporting to that county most of the white school children in the _____ area of (1) County to the _____ School in (2) County. You refer to the provisions of Sections 1 and 2, Chapter 366, Session Laws of 1955, and then inquire:

"In the absence of a mutual agreement between the Board of Education of (1) County and the Board of Education of (2) County, can the (2) County Board of Education enroll these students residing in (1) County in a (2) County school and can the (2) County Board of Education send a bus into (1) County and transport these children to a school in (2) County?"

As you know, G. S. 115-352, which authorized the State Board of Education under certain circumstances to assign school children living in one administrative unit to the schools of another administrative unit was superseded by Chapters 366 and 1372, Session Laws of 1955. Chapter 366, Session Laws of 1955 directs county and city boards of education to provide for the enrollment in a public school within their respective administrative units of each child residing within such administrative unit qualified under the laws of this State for admission to a public school and applying for enrollment in or admission to a public school in such administrative unit.

Section 3, Article 19, Chapter 1372, Session Laws of 1955, contains a proviso in the following language:

"Provided further, that pupils residing in one administrative unit may be assigned either with or without the payment of tuition to a school located in another administrative unit upon such terms and conditions as may be agreed in writing between the boards of education of the administrative units involved and entered upon the official records of such boards."

Section 1, Article 21, Chapter 1372, Session Laws of 1955 (New School Law) provides that county and city boards of education may operate school buses to and from such of the schools *within the county or city administrative unit*, and in such number, as the board shall from time to time find practicable and appropriate for the safe, orderly and efficient transportation of pupils.

A problem similar to the one outlined in your letter has arisen between the Counties of (a) and (b). I enclose herewith a copy of the judgment entered in that case by Judge Paul on August 23, 1955. You will note that Judge Paul held that since the pupils in question had not applied to the Board of Education of (a) County for assignment to a school in (a) County, the Board of Education of (b) County was at liberty to enroll these pupils upon application to that board. You will also note that Judge Paul ruled that the (b) County Board of Education does not have the authority *without the written consent and agreement of the (a) County Board of Education*, to route its buses into the (a) County Administrative Unit for the purpose of furnishing transportation to school children residing in the (a) County Administrative School Unit in order that such children may attend a public school in the (b) County Administrative School Unit.

Evidently Judge Paul's decision is based upon the language of Section 1 of Chapter 366, which indicates that the Act applies only to children "applying for enrollment in or admission to a public school in such administrative unit", and upon the language of Section 1, Article 21, of Chapter 1372, which indicates that a board of education may operate buses only "within the county or city administrative unit".

I am not advised as to whether the Board of Education of (b) County will appeal Judge Paul's decision to the Supreme Court. I call attention to the fact that the Board of Education of (a) County is not a party to the action in question and that Judge Paul specifically stated that his judgment is "without prejudice to the rights of any persons who are not parties to this action". However, this decision is the only court decree that has been handed down in North Carolina to my knowledge construing the sections of the New

School Law in question. If Judge Paul is correct in his interpretation, the Board of Education of (2) County has the authority to enroll the pupils in question upon application to that board, since these pupils have not applied to the Board of Education of (1) County for enrollment in the schools of that county. However, the Board of Education of (2) County has no authority, without the written consent and agreement of the (1) County Board of Education, to route its buses into (1) County for the purpose of transporting these children to a school in (2) County.

You do not state in your letter whether the State Board of Education took into consideration the children in question in making its teacher allotment to (2) County. It seems to me that in the final analysis the State Board of Education must decide whether it will pay teachers to teach the children in question in the (2) Administrative Unit or in the (1) Administrative Unit and whether it will pay transportation charges of these pupils to the (2) Administrative Unit or to the (1) Administrative Unit.

I sincerely hope that the (2) and (1) County Boards of Education will yet be able to agree upon an assignment of the children in question. I suggest that the matter of the payment of salaries to the teachers of these pupils and the cost of transportation be cleared with the State Board of Education.—Attorney General, September 12, 1955.

IN THE SUPERIOR COURT

NORTH CAROLINA

(b) COUNTY

Mr. and Mrs. _____, et al)

vs _____)

_____)

_____, Chairman, et al)

JUDGMENT

This cause came on for hearing and was heard before the undersigned Resident Judge of the Second Judicial District on August 23, 1955, at the courthouse in _____, North Carolina. The parties waived a jury trial, notice of hearing, and requested the Court to hear said matter, find the facts and adjudge and declare their rights pursuant to the provisions of Chapter 1, Article 26 of the General Statutes of

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, October, 1950)

Dr. A. S. Hurlburt, Head of the Department of Education at East Carolina (Teachers) College, has been secured to direct studies in education as provided by the General Assembly of 1949, it is announced by State Superintendent Clyde A. Erwin.

Dr. R. M. Fink of the School-Health Coordinating Service has prepared a looseleaf handbook for mental health in the schools.

Daisy Ruby Walker, Supervisor of Instruction for the Negro schools, Burlington, has been added to the Division of Negro Education as Supervisor of Elementary Schools, it is announced by State Superintendent of Public Instruction Clyde A. Erwin.

Mrs. Eloise Camp Melton resigned her position as State School Library Advisor as of September 1, 1950.

10 Years Ago

(N. C. Public School Bulletin, October, 1945)

Supt. Ben L. Smith, of the Greensboro city school system, recently announced a five-year school building program to improve the housing facilities of that administrative unit.

Dr. Everett H. Ellenwood, Health Officer for Greene County for the past four years, was appointed on September 1 as Co-ordinator of the School-Health Co-ordinating Service, a division representing the State Department of Public Instruction and the State Board of Health, to succeed Dr. W. P. Jacobs, who has retired after having served as Co-ordinator since October, 1942.

15 Years Ago

(N. C. Public School Bulletin, October, 1940)

Randolph Benton, who for the past seven years has been principal of the Wake Forest High School, was recently elected to fill the unexpired term of Superintendent John C. Lockhart, who resigned as of October 1 to accept the superintendency of Mecklenburg County unit.

Superintendent J. H. Rose of the Greenville city administrative unit was recently appointed to the State Textbook Commission by Governor Hoey to succeed Mr. L. B. Price, Hendersonville, resigned.

Dr. W. Carson Ryan, newly elected head of the Division of Education at the University of North Carolina, assumed his duties in the late spring.

The Attorney General Rules

(Continued from page 15)

North Carolina. As between the parties to this action and upon the pleadings filed herein and upon the evidence offered and argument of counsel, without prejudice to the rights of any persons or parties who are not parties to this action, the Court finds the facts to be as set out in the complaint and answer and further finds as a fact from the evidence offered that the thirty-five children of school age residing in the Community have not applied to the Board of Education of (a) County for enrollment in or admission to a public school in the (a) County Administrative School Unit, but have in fact requested the Board of Education of (b) County to again admit them to attend the Public Schools in the (b) County Administrative School Unit; that pursuant to statute, the (b) County Board of Education heretofore prepared and submitted its budget for the 1955-56 school year to the State Board of Education, which budget had made provision for and included the students in enrollment in the Public Schools, and that such budget was approved by the State Board of Education.

From the facts as found, the Court concludes as a matter of law and now **ADJUDGES AND DECREES:**

1. That the (b) County Board of Education may not, without the written consent and agreement of the (a) County Board of Education, route its busses into the (a) County Administrative School Unit for the purpose of furnishing transportation to school children residing in the (a) County Administrative School Unit in order that such children may attend a public school in the (b) County Administrative School Unit.

2. That the thirty-five school children residing in the Community not having applied for enrollment in or admission to a public school in the (a) County Administrative School Unit, said school unit is not directed by the school laws of this State to provide for their enrollment in a public school within said unit nor is said administrative unit authorized to enroll said students in a public school within said unit until such application for enrollment in or admission to a public school is made by said students.

3. That the children of the Community between the ages of seven and sixteen are required by the school laws of the state to attend school continuously for a session of one hundred eighty days,

MAKING TODAY'S NEWS

Newton-Conover. In homes where the parents read, children read also, Miss Mary Hobbs, Newton-Conover elementary school supervisor, said in an address to Newton Kiwanians Thursday night. Hickory Record, September 9th.

Durham. The Durham County United Political Educational Council yesterday afternoon submitted a petition to the County Board of Education which asked the board to support school segregation. Durham Sun, September 7th.

Guilford. Efforts of a Guilford County parent to enroll his two white children in a Negro elementary school nearer his rural home have been refused, it was revealed here yesterday.—Greensboro News, September 8th.

subject only to the exceptions as declared by Article 20, Chapter 1372 of the 1955 Session Laws of North Carolina.

4. That the thirty-five children of the Community, not having applied for enrollment in or admission to a public school in the (a) County Administrative School Unit, and the Board of Education of said unit not being authorized by statute to assign them to any particular public school of said administrative unit until such application has been made by said students, said students are not precluded from enrolling in or attending some other school of their choice so long as such enrollment and attendance do not violate any other provision of the school laws of the state.

5. That the public school laws of the state contain no legal prohibition against the (b) County Board of Education permitting any qualified school child, under reasonable rules and regulations of said board, who has not heretofore applied for enrollment in or admission to a public school and pursuant to such application has been assigned to and enrolled in a public school by the administrative unit to whom such application has been made, who presents himself and seeks admission in a public school within the (b) County Administrative School Unit to attend said school.

This 23rd day of August, 1955.

/s/ M. C. PAUL
Resident Judge, Second Judicial District, Superior Court of North Carolina.

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NORTH
CAROLINA

PUBLIC SCHOOLS

BULLETIN

November, 1955

RALEIGH, NORTH CAROLINA

Vol. XX, No. 3

Facts Show Schools Are Teaching 3 R's

A number of studies throughout the nation have produced facts to show that the public schools today are teaching the fundamentals better than they were taught years ago.

Sometime ago Professor A. Conrad Posz, member of the Board of Examiners at Michigan State College, undertook to collect some of the studies in order to answer the critics of the public schools with facts. Some of these studies, Professor Posz reveals, are the following:

1. Reading—

- *Dearborn, Michigan*, compared third and sixth grade pupils of 1928 with pupils in those grades in 1940 with the use of the Stanford tests. Results: 3A pupils measured at grade level 3.6 in 1928, but were at 4.2 in 1940; 3B pupils increased from 3.1 in 1928 to 3.6 in 1940; 6A pupils measured 6.0 in 1928 and 7.2 in 1940; 6B pupils increased from 6.0 in 1928 to 6.7 in 1940.

- *Lincoln, Nebraska*, using the Monroe silent reading tests in 1921 and 1947, found median scores increased from 44.4 to 57.7.

- *Springfield, Missouri*, by the use of the Thorndike-McCall Reading Scale found that sixth grade pupils in 1931 had a median score of 22.5, whereas in 1948 sixth grade pupils scored 23.3 on the same scale.

2. Arithmetic—

- *Dearborn, Michigan*, with the use of Stanford tests found that 3B pupils placed 2.9 in 1928 as compared with 3.2 in 1940 for pupils in the same grade; 3A pupils showed an increase from 3.1 to 3.8 during the same period; students in grade 6A scored 5.8 in 1928, 7.2 in 1940, and 7.2 in 1948; 6B children changed from 5.8 in 1928, to 6.5 in 1940 and to 6.6 in 1948.

- *Dayton, Ohio*, comparisons of third graders were made by use of the same tests as Dearborn which showed an increase from 3.9 in 1943 to 4.2 in 1949. Sixth graders made scores

of 5.6 in 1943, 5.9 in 1944, and 6.7 in 1946. Eighth graders scored 7.7 in 1942, 8.1 in 1943, 7.8 in 1944, and 8.0 in 1945.

- *In Florida* schools, results from Stanford tests given to sixth graders in 1927 and 1949 showed an increase from 5.9 level to 7.0 over the 22-year period.

3. Spelling—

- *In Florida* sixth graders were given the Stanford spelling test in 1929 and again in 1947. The 1947 students achieved a grade level of 6.7 as compared with the 6.0 level of the 1929 students.

- *In Dayton, Ohio*, third grade students on the Metropolitan test scored 4.0 in 1943 and 4.4 in 1949. Sixth graders on the Stanford tests scored 5.8 in 1943, but 6.3 in 1946. Eighth graders measured 8.7 in 1942, 8.8 in 1943, 8.5 in 1944, and 8.2 in 1945.

Constance Carr to Address District Ace Conference

Constance Carr, editor of *Childhood Education*, will be guest speaker at the annual meeting of the North Carolina Southeastern Association of Childhood Education, Saturday, December 10, in Clinton. Approximately 300 members of ACE are expected to be present.

"Courage to Move Forward" will be the topic of Miss Carr's address. A tour of the Clinton schools has been planned for the day; and a luncheon will be served following the morning session.

Hostess for the occasion will be Mrs. Gussie D. Parker, regional director of ACE, and principal of the Clinton elementary school, in which the meetings will be held. Annie Mae Murray, professor at East Carolina College, and president of the State ACE, will participate in the conference; as will Doris Kimel, State music supervisor.

Further details of the program will be announced later.

New Yorkers Believe All Governmental Levels Should Support Schools North Carolinians Do Too

"We believe that all levels of government should participate in financing necessary programs of education. In view of the grave educational crisis the states and localities cannot meet, we call upon the Federal Government to help the states adequately to meet the crisis, but insist upon the retention of state and local control—an essential American tradition."

This resolution was adopted by those attending the New York State White House Conference on Education following considerable pro and con discussion on the question of school financing. Chief leader of the forces for financing schools without the help of the Federal Government was the State chairman Kenneth Royal, a former Secretary of

War from North Carolina. Royal made a stirring appeal for the schools to "pare down" costs and offerings. He pleaded for buildings that were strictly utilitarian. A strong bloc of delegates, however, protested this line of thinking and passed the resolution for financing education from all levels of government.

Two sentences from the North Carolina Report, issued following the State and six regional White House Conferences on Education, read as follows:

"Federal aid for both operation and buildings should be granted to the states without Federal control. This aid should be granted to the states to be used for the total educational program in the same manner as State funds are used."

Superintendent Carroll Says . . .

There is no substitute for quality in education. This incontestable fact daily confronts school and college personnel, parents, and other citizens, all of whom are determined that a type of quality erosion shall not wear away some of the excellence expected of their schools.

Quality in education obviously involves many varying concepts of adequacy and excellence. This fact makes unanimity in agreement as to what constitutes quality somewhat difficult. Yet, it appears that quality cannot become the first characteristic of our educational programs until there is agreement among all responsible individuals that schools shall possess personnel, programs, and procedures which guarantee opportunity for excellence in education for every pupil.

Administrators, teachers, parents, and the public must determine—by whatever intelligent, patient, and continuous techniques possible—what they want their schools to accomplish. This initial step seems imperative if quality is to be achieved and if schools are to be acclaimed for their excellence. All of this demands cooperative thinking and planning; for only those who share in the formulation of objectives are genuinely in position to appraise degrees of excellence.

Many would say that superior facilities would do much to guarantee quality in education. Others might assert that intellectual curiosity, security, and determination in the home environment would bring quality to education. And, there would be widespread agreement that superior teachers, in and of themselves, could furnish the spark for excellence. Doubtless there is much truth in each of these thoughts.

Fundamentally, however, quality in education is achieved only when pupils comprehend that there is a sense of agreement in the community as to the purposes of their education. This sense of seriousness about school, when coupled with appreciation, will challenge each pupil to strive for excellence in his personal achievement. When each pupil, within the realm of his intellectual, emotional, and physical ability, is achieving his maximum, quality in education is a reality.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

November, 1955 CHARLES F. CARROLL Vol. XX, No. 3
State Supt. of Public Instruction



EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
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Features

	Page
Facts Show Schools Are Leading 3 R's	1
Superintendent Carroll Says	2
700 Future Teachers Meet in Raleigh to Plan Activities for Coming Year	4
Public Schools Got More Money from General Fund in 1953-54 but Percentage Dropped	8-9
Bibliography on North Carolina Recently Completed by Special Committee	10
The Attorney General Rules	15

Ye Editor Comments...

The following were purloined from the West Virginia Educational Bulletin. We don't know where the editor of that publication got those for which no source is given.

"Train up a child in the way he should go; and when he is old, he will not depart from it."—Proverbs 22:6.

"The foundation of every state is the education of its youth."—Diogenes

"The strength or weakness of our educational system today will go far to determine the strength or weakness of our national wisdom and national morality tomorrow. That is why it is essential to our nation that we have good schools. Their quality depends on all us us."—Dwight D. Eisenhower.

"In our country and in our times no man is worthy of the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration."—Horace Mann.

"If a nation expects to be ignorant and free, it expects what never was and never will be."—Thomas Jefferson.

Minds are very much like parachutes—they won't function unless they're open.

Anger is a wind which blows out the lamp of intelligence.

Small minded men make little things seem important—big minded men make big things seem possible.

Some men think they are mentally active just because they are always jumping at conclusions.

When we fail to prepare—we are surely preparing to fail.

It's surprising to find what great heights may be attained merely by remaining "on the level."

"Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power that knowledge gives."—James Madison.

"I think that no one long associated with the profession of teaching can have failed to catch the inspiration of it, or to see how great a power may be exercised through the classroom in directing the thinking and the ambition of generations coming on.—Woodrow Wilson.

Regardless of how expensive and perfect your clothes may be—you aren't well-dressed unless you have a good humor and can smile.

The tongue is something like a worn tire—it's liable to slip if it goes too fast.

Many a man's train of thought carries no freight.

You are expected to make good—not to make good excuses.

Use the talent you have—the woods would be very silent if no birds sang there except those who sang the best.

The wise talk because they have something to say—fools talk because they have to say something.

There's no future in any job—the future is in the man who does the job.

Wishing you were in someone else's shoes might mean you can't stand on "your own" feet.

The man who thinks he is a "budding genius" is often just a "blooming nuisance".

Funny thing about those hair trigger tempers—you can't get rid of it by losing it.

Mark Lacey says—"One machine can do the work of five ordinary men—but no machine can do the work of 'one extra ordinary' man."

The toughest tumble a man takes is when he falls over his own bluff.

Worry is like an old fashioned rocking chair—it gives you something to do, but gets you nowhere.

No assignment is really hard if you divide it into small jobs and do each well.

When opportunity knocks at the front door, some folks are in the back yard looking for four leaf clovers.

If what you did yesterday looks big to you today—you haven't done anything today.

The only sure way to avoid criticism is to—Say Nothing—Do Nothing—Be Nothing.

The world is full of willing people—those willing to work and the rest willing to let them.

Morale is what keeps your feet going when your head says "It's impossible".

700 Future Teachers Meet in Raleigh To Plan Activities for Coming Year

More than 700 Future Teachers attended the State meeting of the FTA Clubs held at North Carolina State College, October 29. The theme of the conference, which is sponsored annually by the North Carolina Education Association, was "Future Teachers in Action."

Highlight of the morning session was the panel discussion built around the topic, "Why I Want to be a Teacher." William Wagoner of Elizabeth City served as moderator of this panel which included Marion Ashe, Northern High School, Durham; Norma Jo Strangh, Rankin High School, Greensboro; Larry Withrow, Central High School, Charlotte; Clyde Templeton, Union Grove High School, Union Grove; and Susan Parsons, New Hanover High School, Wilmington.

During the morning session Mrs. Ethel Perkins Edwards, executive secretary of the NCEA, spoke to the delegation; and Bert Ishee, president of the NCEA, and Nile Hunt, coordinator

of teacher education for the State Department of Public Instruction, brought greetings to the group. Following a general business session and lunch, the delegates attended one of four discussion groups: "Who is Eligible for Membership in a Future Teacher Club?," "What Kind of Programs are we Having in Future Teacher Clubs?," "What are some Desirable Projects and Activities for Future Teacher Clubs?," and "What Makes a Successful Future Teachers Club?"

At the second general business session, reports of the discussion groups were given; officers for the ensuing year were elected; and Lloyd Isaacs, director of professional services, NCEA, spoke to the delegates on "Publicizing the Activities of Future Teacher Clubs."

Officers elected for the coming year include Clyde Templeton of Union Grove High School as president; Betty Bruce Howard of Fuquay Springs as vice-president; and Marion Ashe of Northern High School in Durham County as secretary.

Shannon Announces Plans for Science Meeting

Henry A. Shannon, adviser in science and mathematics for the State Department of Public Instruction, and chairman of the planning committee for the fourth annual convention of the National Science Teachers Association, has recently announced the main features of the convention. The national meet, which will attract more than 400 participants from all levels of education is scheduled for Washington, D. C., March 14-17, 1956.

The theme of this year's convention is "Problem Solving: How We Learn". Subtopics include "Learning How to Find Out", "Finding Out What Nobody Knows", "Finding Out What We Have Learned", and "Applying What We Have Learned". There will also be sessions on every educational level on "Here's How I Do It".

Each day is planned to give convention participants the opportunity to attend sessions appropriate to their own teaching interests. Tours, work sessions, and general sessions of special interest to elementary school, junior high school, senior high school, and college teachers are being planned.

The greater part of one day will be spent in Washington area research laboratories. On that day the general session will deal with "The Nature of Research".

Key speakers, the banquet, and "Here's How I Do It" sessions with the emphasis on problem-solving will be other features of the meeting.

Each day a time will be reserved for the viewing of educational and scientific exhibits and science films, or for visiting places of national and historical interest.

Speakers of national and international recognition will appear on the program; and many aspects of problem-solving as a technique of learning will be explored. Further details will be announced later, according to Chairman Shannon.

In commenting on the convention, Shannon stated, "The importance of the theme of this year's conference, the quality of those who will share the program, and the location of the convention should make it particularly attractive to elementary, secondary, and college science teachers throughout North Carolina".

Miller Commends Beaufort Handbook

Beaufort County's Handbook for 1955-1957 has been highly commended by J. E. Miller, Assistant State Superintendent of Public Instruction.

In a letter to Superintendent W. F. Veasey acknowledging receipt of the Beaufort publication, Mr. Miller stated, "I appreciate your thoughtfulness in sharing this very fine publication with our office . . . I am particularly impressed with the section dealing with 'Policies of the School Board' . . . I feel sure the publication will be a very valuable aid in organizing and operating an efficient school system during the coming year."

The 63-page mimeographed bulletin includes other sections entitled: General Information, Administration, Instruction, Athletics, Housekeeping at School, Transportation, Building Program, Helps from the Supervisor, and From Here and There.

A Foreword by Superintendent Veasey gives the purpose of the bulletin as "to make available certain types of information and to serve as a partial guide to principals and teachers to organize and pursue general policies, procedures, and techniques designed for the Beaufort County Public Schools".

Techniques Appraised by Oklahoma Teachers

Teachers in Tulsa, Oklahoma, when surveyed concerning best techniques of orientation, mentioned most often that meetings with supervisors and principals constituted the most effective way of orientation. Eighty per cent of the teachers in this survey mentioned this particular technique.

Other techniques in order of their frequency of mention include the following:

- Social events, such as the mixer, breakfast for new teachers, Chamber of Commerce luncheon, PTA reception (60%).
- Presentation and interpretation of philosophy and policies of the school system and a clear explanation of duties and responsibilities (52%).
- Friendliness and welcome of present staff (46%).
- Handbook for new teachers (38%).
- Materials and brochures received prior to school opening and time allotted for studying printed materials before opening of school (32%).
- "Helping" or "Buddy" teacher assigned to building (28%).

Teachers Prepare Journalism Course

The National Association of Journalism Directors, an affiliate of the National Education Association, has prepared *A Course of Study in High School Journalism*. The commission which prepared this course consisted of outstanding teachers of journalism and English. Schools interested in further information about this and other teaching aids for journalism should write to NAJD, 18 Journalism Building, University of Minnesota, Minneapolis 14, Minnesota.

Department to Issue Four New Publications

Four new bulletins prepared by the State Department of Public Instruction will be issued during the early fall, according to an announcement by L. H. Jobe, director of the division of publications.

The following areas are included in these publications: music, safety patrols, kindergartens, and financial aid available to high school graduates through North Carolina colleges.

Manuscripts for the music bulletin and the safety patrol bulletin are now at press, and should be available for distribution within a few days. Dr. Arnold Hoffman, consultant in music education, and his staff, are responsible for the music bulletin; whereas, John C. Noe, adviser in safety education, and his staff, are responsible for the safety patrol bulletin, "School Patrols for Traffic Safety".

Nile F. Hunt, coordinator of teacher education, is now completing the manuscript for the bulletin on financial aid—scholarships, loan funds, work opportunities—for North Carolina high school graduates through each of the colleges and universities in the State. This project, initiated by the Wake County Chapter of Phi Beta Kappa, is being completed by the State Department and should be ready for distribution during the fall months.

Under the supervision of the division of elementary and secondary education, the manual on kindergarten education is now being completed; and should also be distributed during the fall.

In preparation for an early publication also are manuals on driver education and bicycle safety. These bulletins are being organized and written by John C. Noe, his staff, and appropriate consultants.

State Receives \$4,144,454 for Education From Federal Government in 1954

North Carolina received \$4,144,454 for education from the Federal Government during the fiscal year 1954, according to figures contained in the Annual Report of the U. S. Department of Health, Education, and Welfare released recently.

A total of \$205,761,959 was paid by the Federal Government through the HEW Department in 1954 for education to all states, territories, and possessions, the HEW Report shows. This State's grant was divided as follows:

Colleges for Agriculture and the mechanic arts	\$ 110,518
Cooperative vocational education	958,134
Survey and school construction	1,949,731
Maintenance and operation of schools	1,126,071

In addition, the Report shows grants to this State for 1954 of \$533,064 for vocational rehabilitation of the physically handicapped and \$226,263 for vocational rehabilitation of the blind. This State also received from the Department of Agriculture a total of \$2,942,160 toward the operation of the School Lunch Program.

Department Issues New Bulletin

"Schools for Young Children" is the title of a new bulletin recently issued by the State Superintendent of Public Instruction.

This bulletin, new title, new cover, and revised in arrangement and content, replaces the bulletin issued in 1953 under the title "The Kindergarten in North Carolina." A subtitle indicates that this new bulletin is concerned with "nursery schools and kindergartens." A Foreword by State Superintendent Charles F. Carroll points out that "This publication has been prepared in accordance with the responsibility vested in the State Board of Education and the State Department of Public Instruction for the education of children prior to enrollment in the first grade."

The bulletin includes the laws of North Carolina governing the establishment of kindergartens and the responsibility of the State Board of Education with reference to all non-public schools. It also includes "Procedures for Establishing Approved Schools" and standards for the "Organization and Operation" of schools for young children.

Copies are free from the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

Twenty-two Regional Conferences Held On Traffic Law and Highway Safety

Twenty-two regional conferences were held throughout the fall by the State Department of Public Instruction relative to the teaching of *Traffic Law and Highway Safety* as required by law. These meetings were supervised by John C. Noe, Carlton Fleetwood, and George Maddry, advisers in safety education; and were attended by practically all superintendents and principals in the State, and by many driver-education teachers.

The motor vehicle laws of North Carolina require that all high school pupils in the public schools be acquainted with the traffic laws of the State. To this end, one-day conferences were arranged for all sections of the State in an effort to assist superintendents, principals, and driver-education teachers in planning best ways for carrying out the intent of the law.

Each safety education adviser worked in various areas of the State discussing use of the pamphlet, *Traffic Law and Highway Safety*; discussing new laws

and changes in the law concerning safety; and answering questions relative to use of the new pamphlet and driver education in general.

Teachers will be interested to know that the new pamphlet, *Traffic Law and Highway Safety*, has been cross-referenced to three basic texts: Sportsmanlike Driving, (third edition, *Man and the Motor Car* (fifth edition), and *Let's Drive Right*.

The Department of Public Instruction has announced that workshops for teachers who are to use the new pamphlet will be arranged upon requests by superintendents. Likewise, requests may be made for tests to use as background material in connection with the pamphlet, since license examiners will also use these tests and the contents of this pamphlet as bases for their examinations.

More than 68,000 copies of *Traffic Law and Highway Safety* were distributed by the advisers in safety education during their fall conferences.

Bulletin on Local White House Conferences Available for Statewide Study and Action

Copies of the North Carolina White House Report on Education are now available in printed form; and will be mailed within a few days to all participants in the six regional conferences throughout the State. Nearly 2500 citizens took part in these area conferences, along with a staff of fifty-four traveling consultants.

"North Carolina Education—Twentieth Century", contains in summary fashion what the citizens of the State said concerning the six major areas of discussion suggested by the national headquarters.

In section one, for example, ten sub-heads are presented under the topic, "What Should Our Schools Accomplish?" Similarly, the following topics are presented in the bulletin: "In What Ways Can We Organize Our Schools More Efficiently and Economically?", "How Can We Get Enough Good Teachers—and Keep Them?", "How Can We Finance Our Schools—Build and Operate Them?", and "How Can We Obtain a Continuing Public Interest in Education?"

Twenty-seven statistical graphs and charts are interspersed throughout the bulletin, thereby affording the reader the benefit of the latest factual data concerning education in the State.

One of the most interesting features of the pamphlet is a listing by school administrative units of the estimated cost of school facilities needed in 1955 and in 1960.

Thirty-four delegates, headed by Governor Luther H. Hodges and Superintendent Charles F. Carroll, will represent North Carolina at the National White House Conference on Education in Washington, November 28-December 1. Following this conference, publications will be forthcoming relative to national aims, needs, problems, and solutions.

Copies of "North Carolina Education—Twentieth Century" are available to school board members, P-TA groups, citizens committees, and civic groups—as long as copies are available. Those interested in this pamphlet who do not receive copies from the original mailing list should address their requests to L. H. Jobe, Division of Publications, State Department of Public Instruction, Raleigh, N. C.

Having a variety of purposes, this pamphlet, among other things, can serve as a citizen's guide for stimulating further study of local and State school programs and problems. This publication may also serve as a score card by which citizens may distinguish between "schools" and "better schools."

The findings and recommendations found in this bulletin, cooperatively determined by lay citizens and professional personnel, should be helpful to many groups throughout the State as they earnestly search for ways of improving their schools. The State Department feels confident that much progress can come to North Carolina schools as interested citizens use this publication wisely, constructively, and with determination.

Recent Music Bulletin Gives Aids to Teachers

MUSIC in Children's Living has just been released through the Association for Childhood Education International. Educators known for their successful work with children have prepared the material. Teachers, parents, church school, play school, and recreation directors concerned with providing experiences in music for children between the ages of 2 and 12 will find thought-provoking, helpful material in this bulletin.

From start to finish the chapters provide good reading—building on the idea that music is an integral part of living. Three chapters provide discussion of musical experiences for three age groups—preschool, primary, and intermediate. Help for the teacher in what to do and suggestions of how others have accomplished their aims is given. The chapters include discussion of such musical activities as:

- free, spontaneous, happy singing
- expressive body movement and dramatization
- discovering the joy of listening
- making music with instruments
- creating original songs and instruments

"I Can't Teach Music" and "The Family's Music" are two chapters of special interest to parents and teachers who feel that they can't help their children with music.

Americans Like a Board

Why should the public schools be controlled by a board of education? Would not an individual specialist be better?

No, replies Dr. Fred F. Beach, U. S. Office of Education, as he gives the reasons for the American preference for the board of education:

1. The board of education is more representative of the total population it serves than is an individual policy-making agent.

2. A board can make wiser and sounder policy decisions than an individual can.

3. A board serves as a safeguard against the abuses of discretionary powers.

4. A board acts as a safeguard against the involvement of education in partisan politics and the spoils system.

5. A board provides against the needless disruption in the continuity of educational services.

6. A board is an economical means for management. (Boards of education usually serve without pay.)

7. Finally, a board provides a safeguard against fraud and malfeasance. ("It is harder for two or more people to commit a dishonest act in collusion than it is for a single individual to commit a fraud.") —Edpress News Letter.

Consolidation Progresses In Buncombe County

Consolidation of Buncombe County schools has now progressed to the point that there are five senior high schools in the county and three union schools.

Two of the recently-built senior high schools, North Buncombe and Owen, were opened a year ago; whereas, three new high schools, Erwin, Reynolds, and Enka, were opened for the first time in the fall of 1955.

Three union schools, Biltmore, Leicester, and Valley Springs, are now in operation in Buncombe County.

Superintendent T. C. Roberson, the Buncombe County school board, the Board of Commissioners, and citizens throughout the county are to be congratulated for their determination to give the youth of this area unsurpassed opportunities in education. Effective programs of consolidation demand much foresight, study, and cooperation. Apparently there has been an abundance of each in this fine western county.

Magill New Supervisor For Mentally Handicapped

Dr. John W. Magill joined the State Department of Public Instruction on October 17 as educational supervisor for the mentally handicapped. In this capacity he will work closely with Felix S. Barker, director of the division of special education. This position was created by the General Assembly of 1955 in view of the great need for additional supervision in this field.

Before coming to North Carolina, Dr. Magill was assistant professor at the University of Pittsburgh, 1952-1955, where he was acting director of the testing service, a vocational counselor, and teacher of educational psychology. Magill, a native of Pennsylvania, received his doctor's degree at the University of Pittsburgh in 1952; and comes to the State Department highly recommended for his capabilities and experiences in relation to the mentally handicapped.

"The entire State will soon profit from Dr. Magill's work with teachers of special education," declared Felix S. Barker. "Administrators, teachers, and parents are eager for the type of services which Dr. Magill can render. His efforts will greatly improve the services which the State Department can render in the area of special education."

New Buses to Contain Fire Extinguishers and First Aid Kits

Fire extinguishers and first aid kits will be a part of the standard equipment of all new school buses purchased, according to a ruling adopted by the State Board of Education on July 7.

At that meeting the Board directed that \$15,000 be set aside for this purpose. The General Assembly of 1955, in its new law on transportation, provided that "no school bus shall be operated unless . . . fire protective equipment and first aid supplies as may be prescribed for installation upon such buses by the regulation of the State Board of Education."

According to C. C. Brown, Director of the Division of Transportation, this provision will become a part of the standard specifications in the purchase of buses. About 700 buses will be purchased and equipped in this manner this school year. At this rate, Mr. Brown stated, it will take approximately ten years to provide the State's entire bus fleet with such equipment.

Charlotte City Schools Hold Workshop On Ways of Improving Junior High

The first in a series of three workshops on the junior high school, sponsored by the Charlotte city school system, was held on October 19-20, with all the junior high staff members in the city of Charlotte and a number of outside consultants. Dr. David B. Austin, professor of education at Teachers College, Columbia University, served as chief consultant; and Dr. Allan S. Hurlburt, A. B. Combs, Dr. J. L. Pierce, and Catherine Demis from the State Department of Public Instruction also served in an advisory capacity.

These workshops were planned a year ago by the Charlotte administrative and teaching personnel because the junior high school has received comparatively little attention and study, both on a national scale and local; and in view of the fact that Charlotte is operating 10 junior high schools, with additional ones planned for the future. This in-

tensive study of the junior high school will continue in two additional workshops scheduled for January 12-13 and for March 15-16.

During the October workshop certain basic principles were revealed and a number of issues were raised for future study and clarification. Topics to be discussed in January and in March include "departmentalization versus self-contained units"; "guidance at the junior high level"; suitable athletic programs for junior high schools"; "standards of achievement"; "grouping of pupils"; and "flexibility of curriculum."

All the junior high school teachers, principals, and supervisors in Charlotte are participating in these workshops, from which an improved junior high school program for the city of Charlotte is anticipated.

FTA Holds Conference At Woman's College

"Let's Take Inventory", was the theme around which the State convention of the Future Teachers Association Chapters was centered, November 12, at the Woman's College in Greensboro. The purpose of the conference was to become acquainted with the history, growth, and activities of FTA Chapters in colleges and universities throughout the State and to plan for future progress within the State.

Carol Lucas, president of the Department of Future Teachers, NCEA, presided over the meetings of the conference. The chief address was given by Dr. Charles F. Carroll, State Superintendent of Public Instruction, who stressed the advantages of teaching as a profession and pointed out the urgent need for more fine young people entering the profession.

A feature of the conference was the sharing of information by various college chapters relative to activities being carried on throughout the State.

During the afternoon delegates attended one of three discussion groups, and later heard Dr. Franklin McNutt of Woman's College challenge the participants to regard teaching as one of the fundamental processes necessary for the continuation of an American Free society.

Schools and Magazines Form Coordinating Committee

The National Education Association and the Magazine Publishers Association announced recently the formation of a joint committee to coordinate educational efforts of schools and magazines in behalf of a better informed public. The committee will serve as a working link between the two organizations in developing projects of mutual interest that will further the goals of the two educational groups.

Roy Larsen, already active in education as Chairman of the National Citizens Commission for the Public Schools and a member of President Eisenhower's Committee for the White House Conference on Education, will be co-chairman of the committee for the magazine publishers and Arthur Corey will serve as co-chairman for the educational membership of the committee.

"For more than a year the magazine industry and the NEA have been working out plans for closer cooperation," Mr. Larsen explains. "It was felt by both groups that a Joint Committee would provide the best means for continued study of the mutual problems shared by teachers and magazines."

Public Schools Get More Dollars Less Percentage of General Fund Total

Although more dollars were expended from the General Fund of the State in 1954-55 for the public schools, the percentage of the total General Fund which the public schools expended that year was less than any preceding year back to 1946-47.

Of the expenditures from the General Fund amounting to \$202,789,224 in 1954-55, the public schools spent \$124,071,429, or 61.2 per cent. This percentage was 1.4 less than the 1953-54 figure, 62.6, or 4.8 per cent less than the percentage figure for 1951-52. In fact, similar calculations show for each year back to 1946-47 that the percentage of the General Fund for public schools has been greater than it was in 1954-55.

These amounts and percentages were as follows:

Year	Expenditures	Per Cent
1946-47	\$ 54,788,382	71.0
1947-48	62,655,102	68.1
1948-49	73,672,077	67.4
1949-50	87,126,297	65.3
1950-51	95,413,959	65.0
1951-52	103,432,223	66.0
1952-53	116,098,110	66.2
1953-54	124,071,429	61.2
1954-55	124,071,429	61.2

For purposes other than public schools there have been increases from \$64,162,784 in 1952-53, to \$68,536,325, to \$71,385,544 in 1954-55. For public schools, as has been stated, the increase has been from \$116,298,110 in 1952-53, to \$119,329,500 in 1953-54, to \$124,071,429 in 1954-55. Expenditures for debt service increased from \$2,435,025 in 1952-53 to \$2,880,455 in 1953-54, to \$7,332,251 in 1954-55. There were no expenditures for permanent improvements in 1953-54 and 1954-55, following an expenditure of \$5,165,508 in 1952-53.

Table II

Table II shows the availability and expenditure of all three State funds—Agriculture, Highway, and General—for the three years 1952-53, 1953-54 and 1954-55.

The State expended, as this table shows, a total of \$330,176,232 for all purposes during the year 1954-55—from the Agriculture Fund, \$2,081,730; from the Highway Fund, \$125,307,288; and from the General Fund, \$202,789,224. This total was \$25,000,000 more than expended for the year 1953-54, or about \$13,000,000 more from the Highway Fund and about \$12,000,000 additional from the General Fund. Expenditures

I. Availability and Expenditures from the General Fund by Objects

	1952-53	1953-54	1954-55
A. AVAILABILITY:			
Total Credit Balance, July 1*	\$39,574,081	\$33,750,065	\$28,669,151
Revenues:			
Inheritance Taxes	3,196,749	4,114,328	5,620,163
Licenses	5,803,303	5,810,376	6,041,040
Franchise Taxes	16,215,792	17,025,221	18,686,087
Income Taxes	75,813,797	76,739,648	75,010,071
Sales Taxes	55,197,946	55,506,817	55,354,853
Beverage Taxes	8,687,183	8,270,427	8,809,594
Gift Taxes	264,864	453,286	338,205
Intangible Taxes	950,126	945,727	1,140,783
Freight Cars	48,465	55,458	58,962
Insurance	6,954,257	7,830,545	8,222,020
Miscellaneous	19,550	17,160	14,177
Nontax Revenue	7,826,070	7,331,604	6,795,691
TOTAL REVENUE	\$180,978,102	\$184,769,897	\$189,111,046
TOTAL AVAILABILITY	\$220,552,183	\$218,459,962	\$217,780,197

B. EXPENDITURES:

Other Than Schools:

General Assembly	\$ 472,443	\$ 40,163	\$ 515,496
Judicial	774,636	839,588	878,432
Executive and Administrative	12,661,163	12,997,746	13,892,512
Educational Institutions	18,261,420	19,578,669	19,892,587
Charitable and Correctional Institutions	14,843,779	10,067,557	16,892,838
State Aid and Obligations	16,893,990	18,464,495	18,890,735
Pensions	250,353	548,297	532,266
Reimbursements	.....	.....	(9,322)
TOTAL EXPENDITURES OTHER THAN SCHOOLS	\$64,162,784	\$68,536,325	\$71,385,544
Public Schools	\$116,298,110	\$119,329,500	\$124,071,429

amount of State funds expended by the public schools increased from \$54,788,382 to \$214,071,429.

Table I

This table shows the sources from which the General Fund of the State is derived for the three years 1952-53, 1953-54, and 1954-55. It also shows the purposes and amounts for which appropriations from the General Fund were expended for these three years, and the balances on hand at the close of each year.

As will be noted total revenue has increased from \$180,978,102 in 1952-53, to \$184,709,897 in 1953-54, to \$189,111,046 in 1954-55. A decrease in balances at the end of these years, however, accounted for a decrease in the availability of funds for these respective years from \$220,552,183, to \$218,459,962, to \$217,780,197 in 1954-55. A drop in income taxes and nontax revenue in 1954-55 also contributed to the decrease in available funds. Two sources, income and sales taxes, account for more than 70 per cent of the revenue raised for the General Fund. Other sources, as indicated in the table, account for the remaining 30 per cent.

The B section of this table shows that total expenditures for these three years have exceeded the total revenue. Except for the balances on hand at the beginning of the year there would have been deficits, or in reality less amounts would have been expended.

Table III

Table III shows the percentage of total funds expended for various purposes for the four most recent years:

Purposes	1951-1952-1953-1954- 52 53 54 55			
	1951-52	1952-53	1953-54	1954-55
Public schools	40.2	39.0	39.1	37.6
Highways	38.3	36.3	36.8	38.0
Institutions, departments	19.9	21.5	22.5	21.6
Permanent improvements	1.8			
Debt service	.9	.8	.9	2.2
Agriculture	.6	.6	.7	.6
TOTAL	100.0	100.0	100.0	100.0

Percentage of all State funds expended for public schools gets less and less, as this table shows—a decrease of from 40.2 per cent in 1951-52 to 37.6 per cent in 1954-55. Percentages for highways decreased from 38.3 in 1951-52 to 36.3 in 1952-53, rose slightly in 1953-54 to 36.8 and then more so to 38.0 in 1954-55. The percentages for departments and institutions rose from 19.9 in 1951-52 to 21.5 in 1952-53, to 22.5 in 1953-54, and then decreased to 21.6 in 1954-55. Permanent improvements took 1.8 per cent of the funds expended in 1952-53 and no part of the other three years. Debt service increased to 2.2 per cent of the total in 1954-55 from .8 per cent the three other years. Agriculture has taken less than one per cent of all State funds during these four years—6 and .7 per cent.

II. Availability and Expenditures From All State Funds

* Includes reserve for permanent appropriation.

1952-53				1953-54				1954-55			
A. AGRICULTURE FUND:											
Credit Balance, July 1				\$	238,854	\$	417,885	\$	154,975		
Total Revenues					2,047,058		1,767,906		1,990,193		
Availability					2,255,912		2,185,791		2,145,168		
Expenditures					1,868,027		2,030,816		2,081,720		
Balance, June 30				\$	417,885	\$	154,975	\$	63,448		
B. HIGHWAY FUND:											
Credit Balance, July 1				\$	28,370,895	\$	31,914,472	\$	35,536,991		
Motor Vehicle Revenue					99,693,313		102,275,300				
Other Revenue					9,085		6,036		108,548,629		
Federal Aid					11,873,332		13,810,617		14,126,043		
Availability					\$139,946,625		\$148,000,425		\$158,211,663		
Expenditures					108,062,153		112,472,434		125,397,288		
Balance, June 30				\$	31,914,472	\$	35,536,991	\$	32,904,375		
C. GENERAL FUND:											
Credit Balance, July 1*				\$	39,574,081	\$	33,750,065	\$	28,669,151		
* Includes Reserve for Permanent											
Appropriations Liquidated					(952,513)		(1,259,909)		(964,759)		
Revenue					180,978,102		184,709,897		189,111,046		
Availability					\$220,552,183		\$218,459,962		\$217,780,197		
Expenditures					188,062,027		190,755,570		202,759,224		
Credit Balance, June 30				\$	32,490,156	\$	27,704,392	\$	14,990,973		
GRAND TOTALS:											
Availability					\$362,784,720		\$368,653,178		\$377,230,378		
Expenditures					297,962,207		306,238,820		330,178,232		
Balance					\$ 64,822,513		\$ 63,396,358		\$ 47,052,146		
* Includes \$100,000 Reserve for Financial Responsibility Act.											

† Includes \$100,000 Reserve for Financial Responsibility Act

Bibliography on North Carolina Recently Completed by Special Committee

Under the chairmanship of Richard G. Walser, English professor at State College, a committee representing the North Carolina Council of Social Studies, the North Carolina English Teachers Association, Library Supervisors, and children's divisions of public libraries, has compiled an exhaustive bibliography of materials concerning North Carolina, which are available in book form. All of these titles—approximately 200 in number—will be included in the 1955-56 library book catalogue which will be distributed within a short time. These titles will also be listed on separate sheets for additional distribution to those who are interested.

Mrs. Grace S. Dalton represented the North Carolina English teachers association on the committee; Mrs. Martha Harrelson, the North Carolina council for social studies; Mrs. Mary Peacock Douglas, the school library supervisors; and Miss Dorothy Dickey, the children's division of public libraries. Working in close cooperation with this group were Miss Cora Paul Bomar and Miss Celeste Johnston, library supervisors of the State Department of Public Instruction.

The committee hopes that appropriate annotations can be made for each of the 200 titles during the next year and that a suitable bulletin including this information can be issued by the State Department. The Committee likewise recommends that efforts be made to secure effective manuscripts to cover those gaps which are now apparent in the present over-all treatment of North Carolina history and its development.

The results of the work of this committee will likely be felt throughout the entire State within a relatively short time. Cooperatively and with earnestness of purpose, the committee, representing many interests in North Carolina, has pooled its information with that of State Department officials to the end that a most useful bibliography has been developed. It is significant to note that the chairman of the committee is one of the best informed persons in the State on North Carolinians. It is equally important to remember that a representative of several significant and interested groups assisted with the compiling of the bibliography. Most important, perhaps, is the fact that the accomplishments of this committee will immediately be useful to teachers and

Guidance Briefs Features Film on Orientation For Military Service

Emphasis in the November issue of *Guidance Briefs*, publication of the Guidance Services department of the Division of Vocational Education, is placed on a recent film entitled "Prepare Thru Education," which is designed as an aid in orientation high school students to military service. Another feature of this issue, as is true of other issues, is the practical list of materials available for teachers' files in the field of guidance.

This film may be of use to a number of schools throughout the State, particularly since it emphasizes the Army policy of the importance of education in the modern military establishment. The film was made on location in an actual high school and most of the participants were high school students. It was especially designed to encourage young men and women to get as much education as they possibly can. It also indicates that what seem to be unimportant subjects to high school students today are related to what they will be doing in later life, either in military service or as civilians.

Educators may secure the film for showings by calling or writing their nearest United States Army Recruiting Office, or by addressing their letters to the Adjutant General, Department of the Army, Washington 25, D. C.

Increasingly, high schools are assuming as part of their responsibilities the transmission of vital information concerning the military service to high school students. When high schools assume a positive position concerning the continuation of education based on sound information regarding opportunities in the military services, pupils invariably are able to make wiser decisions than would otherwise be possible.

pupils throughout the State; and that plans are already under way for improving the bibliography and for filling in information where none now exists. The committee and the State Department of Public Instruction are to be congratulated for an outstanding effort at functional cooperation for the benefit of all teachers and pupils within the State.

73 Women Serve on School Boards

Seventy-three women this year are serving on boards of education. One of these is chairman of the board. Fifty-three of the 73 serve on city boards, whereas only 20 serve on county boards. Twenty years ago, 1925-26, only 7 members of county boards were women. No records are available concerning the number of women serving on city boards at that time.

Boards Adopt Policy Governing Health Funds

A "Policy Governing the Expenditure of State Board of Education School Health Funds" was recently adopted by the State Board of Education and the State Board of Health.

This policy states that, "For the school year 1955-56 State Board of Education school health funds will be allotted by the State Board of Education on the following basis:

"a. Each county and city school administrative unit will be allotted an amount equal to 35 cents per pupil based on the average daily membership for the first seven months of the previous school year.

"b. In addition, \$775.00 will be allotted to each county regardless of school attendance. Each school administrative unit within the county will receive a portion of the \$775.00 allotment based on its percentage of the total students in average daily membership in the county."

In a letter to superintendents, signed by Charles E. Spencer and Dr. B. M. Drake, Co-Directors, School Health Coordinating Service, joint agency of the State Department of Public Instruction and the State Board of Health, this policy was set forth and attention was called to the fact that a reduction had been made by the General Assembly of 1955 in Child Health Funds—from \$550,000 annually to \$425,000. "This cut in funds", the letter stated, "was made primarily because a large portion of the funds were not used for correction of defects". "It is hoped", the letter continues, "that wherever there is a need, all school health funds will be used for correction of defects and that local funds can be secured to maintain the level of other services to schools at least as high as previous years."

Last year child health funds were allotted to the units on the basis of 47.95 cents per pupil in average daily membership plus \$1,000 to each county.

Three Negro High Schools Recently Evaluated

Three Negro high schools have been recently evaluated for the purpose of determining their eligibility in the Southern Association of Secondary Schools and Colleges. These schools were Ligon High School, Raleigh; Henderson Institute, Henderson; and J. E. Shepard High School, Zebulon.

In each instance the evaluation program was carried out by a team of well-prepared educators from the colleges of North Carolina, the Department of Public Instruction, and the public schools of the State. Three days were spent in each school by the evaluating committee, and all aspects of the school program were appraised in terms of the school's philosophy.

Reports from these evaluations will be presented to the State Association as a basis of recommendation to the Southern Association for action. Schools which meet required standards will be added to the "Approved List" as of September 1955, even though the convention of the Southern Association will not meet until December.

Industrial Arts Teachers Hold Meeting in Hickory

The fall meeting of the North Carolina Industrial Arts Association was held in the Hickory Junior High School, November 5, with superintendent W. S. Hamilton and Principal Howard E. Rinehart acting as hosts.

The morning was spent visiting commercial exhibits and attending to business. The afternoon program was centered around the theme "Getting Started in Electricity". Emphasis was placed on subject matter appropriate for seventh, eighth, and ninth grades in the field of electricity.

The following topics were discussed during the afternoon: "New Developments in Wiring School Shops and Machines", John Marous, Consulting and Application Engineer, Westinghouse Corporation; "Equipment and Supplies in the Electrical Area", John Nave, Shelby; "Successful Practices in Electricity", Art McKneely, Durham; "Getting Started in Electronics", Raymond Gilbert, Raleigh; "Project Ideas in Electricity and Electronics", Karl Ward, Lumberton and William Cockran, Charlotte.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

November 24-27	—National Council for the Social Studies, Hotel Statler, New York.
December 6-8	—Annual Superintendents Conference, High Point.
December 8-10	—N. C. Annual Special Education Conference, Greensboro.
February 3-4	—N. C. Guidance Conference, Winston-Salem.
February 10-11	—Association for Supervision and Curriculum Development, New York.
March 19-24	—National Council of State Consultants in Elementary Education, Washington.
March 26-29	—Association for Childhood Education International, Washington.
April 1-6	—Third American Film Assembly, Morrison Hotel, Chicago.
April 23-27	—Annual Social Studies Conference, Sponsored by Duke University, Durham.

5 Per Cent of State's 25 Years Old and Over Completed College

Five per cent of North Carolina's population 25 years of age and over, 1950 Census, have completed four or more years of college work, according to survey recently made by the U. S. Office of Education. This State ranks 36, tying with Missouri, in this respect.

According to the 1950 Census there were 2,020,140 persons 25 years old or older living in North Carolina. Of this number 101,670 had completed four or more years of college work; and 120,460, or six per cent, had completed from 1 to 3 years of college work.

In 1940, the study shows, only 4.1 per cent of the State's 25 years old or older age group had completed 4 or more years of college; and that year North Carolina ranked 33rd among the states in this respect. During the ten-year period, the State lost rank by the fact that three states—Indiana, Missouri, and Wisconsin—had percentages equal to or greater than North Carolina had in 1950.

Average percentage of persons 25 years of age and older of the nation as a whole who completed four or more years of college education increased from 4.6 per cent in 1940 to 6.0 per cent in 1950.

Conservation Bibliography Available in New Edition

The second edition of the popular "Bibliography of Free and Inexpensive Materials for Teaching Conservation and Resource-use" by Muriel Benschlein has been published by the Conservation Project of the National Association of Biology Teachers. Copies are available at ten cents with 20 per cent discount on orders of 100 or more, from the Project Leader, Dr. Richard L. Weaver, P. O. Box 2073, Ann Arbor, Michigan.

The revised bibliography will be Chapter XII in the "Handbook on Teaching Conservation and Resource-use" which was prepared by the Conservation Project Committee and which will be released early in 1955. The Handbook contains descriptions of over 100 school projects or programs in conservation and resource-use from thirty states. It will assist teachers in planning for classroom and club programs; school ground and community projects; for elementary and secondary children. Advance orders can be placed with the Project Leader. It will cost \$4.00 per copy, with a 20 per cent discount to teachers and schools. Proceeds from the sale of the Handbook will be used to locate additional descriptions for use in later editions of the Handbook.

Shell Offers Fellowships to Science and Math Teachers

To help offset the dangerous cutback in science teaching at the secondary level—a basic cause for our critical shortage of graduate scientists—Shell Companies Foundation, Inc., recently announced a broad program of recognition fellowships for high school teachers of science and mathematics.

Through the program, worked out with the cooperation of the leading educational associations, Shell will underwrite summer seminars at Stanford and Cornell Universities for 60 teachers yearly. The Fellowship recipients, chosen on the basis of merit and demonstrated leadership qualities, will receive travel allowances, all tuition and fees, living expenses on the university campus and \$500 in cash to make up for the loss of potential summer earnings.

Basically, according to M. E. Spaght, Foundation president and executive vice president of Shell Oil Company, the program seeks to inspire those science teachers who, in turn, can best inspire the scientists and science teachers of tomorrow.

Mr. Spaght explained that the program, to be known as the Shell Merit Fellowships for High School Science and Mathematics Teachers, was developed following studies that showed a rapid decline in the number of college graduates entering the field of science teaching.

Last year, according to surveys, American colleges turned out 57 per cent fewer high school science teachers and 51 per cent fewer mathematics teachers than in 1950. Because of this acute science teacher shortage, Mr. Spaght added, more than half the high schools in the country now have no classes in physics or chemistry.

Since 1900, the percentage of students studying algebra in the high schools has fallen from 56 per cent to 24 per cent; geometry students have dropped from 47 per cent to 11 per cent. Today, only 43 per cent study physics—as against 19 per cent some 55 years ago.

Mr. Spaght said there is no lack of young people with the intelligence to master college courses in science and mathematics, but not enough seem willing to make the effort. Shell hopes to stimulate greater interest in the neglected fields. "We hope the Merit Fellowships will assist in focusing public attention on this critical shortage of

science teachers and also induce others to do something similar," he added.

Mathematics, physics or chemistry teachers with five years' experience and known leadership ability will be eligible for the Fellowships. Thirty teachers from west of the Mississippi River will attend the eight-week Stanford program which will be administered by the School of Education. Thirty from east of the Mississippi will be invited to a similar six-week series of courses at Cornell.

In addition to teachers, also eligible are present heads of departments or supervisors with good background in mathematics, chemistry or physics who previously were teachers. Mr. Spaght explained that Shell is seeking to spread the recognition program as widely as possible among the nation's secondary schools. Final selection of the sixty will be the full responsibility of Stanford and Cornell.

Requests for Fellowship applications should be sent to Cornell and Stanford. The completed forms must be accompanied by personal recommendations from the instructor's high school principal, a faculty member from his most recent college and someone who can attest to the applicant's leadership talents with young people outside school or with his professional associates.

Board Authorizes Textbook Adoptions

Adoptions of new basal textbooks for Plane Geometry, Solid Geometry, Short-hand and High School Spelling were authorized by the State Board of Education at its regular meeting held September 1.

According to the school law the Textbook Commission will ask the publishers of textbooks in those subject areas to submit their books for examination and evaluation. Each member of the Commission representing the high school grades will then study and make a written evaluation report to the State Board. Upon the basis of these reports and other information, the State Board will select three or four textbook publishers from whom bids will be requested. Finally, the Board will make a single adoption and make a contract with that publisher whose book is adopted for supplying the books to the State for distribution to the schools.

Two Jr. High Schools Open In Mecklenburg County

Two new junior high schools were opened in Mecklenburg County at the beginning of the 1955 fall term, according to Superintendent J. W. Wilson. These are Wilson Junior High, named in honor of Superintendent Wilson; and East Mecklenburg Junior High School.

Congratulations are in order for these specific evidences of growth and progress. Hats off to a wide-awake administration and to an enlightened community for its continuing efforts to give the youth of Mecklenburg County the best education possible.

UNC Issues Bulletin Audio-Visual Materials

"Audio-Visual Materials for Schools, Colleges, Churches, and Adult Study Groups" is the title of the September *University of North Carolina Extension Bulletin*, issued for its Bureau of Audio-Visual Education.

The 288-page bulletin is largely devoted to an alphabetical list of films with descriptions, but it includes other valuable information relating to the whole audio-visual area, such as: How to Order Films, Regulations Governing Use of Visual Aids, Suggestions for Projection and Utilization of Motion Pictures, Film Damage—Analysis and Prevention, Operation, Threading, Diagrams, Acoustics and Lighting, Points to Keep in Mind When Using Audio-Visual Aids, Rental Fees (Club and Truck Delivery Plan), and Explanation of Abbreviations in Catalog. It also includes a list of Adult Education Films with films for business and industry, a list of Films Deposited by the North Carolina Education Association, a section on Magnetic Tapes for Teaching and Adult Education, and an Alphabetical Index by Subject.

A Foreword by State Superintendent Charles F. Cerroll calls attention to audio-visual aids as important tools in instruction. "The services of the Bureau of Visual Education . . . can be of inestimable value to the public schools of North Carolina."

The bulletin was prepared by the staff of the Bureau of Audio-Visual Education, in collaboration with the Audio-Visual Committee of the School of Education, University of North Carolina. Copies are available at \$1.00 each from the University Extension Division, Chapel Hill, N. C.

School Personnel May Take Education Summary

Education Summary, a semi-monthly report on new developments, trends, ideas, and research in education, is now available at new reduced rates for quantity subscriptions. Beginning with the new school term, *Educational Summary* subscriptions will be available to principals and supervisors, curriculum coordinators, administrative assistants, and teachers for as little as \$5.00 per year.

Each issue brings the reader up to date with the latest trends and issues in education—in such areas as administration; teaching methods; curriculum; public relations; teacher training; guidance; the learner; physical education and health; religion, ethics and values; audio-visual information; higher education; adult education; school plants; education abroad; and new classroom material. In each issue the most recent reading materials of special interest are listed under the topics which are discussed.

In the issue of August 20 the following typical titles are found: "Reading controversy can be cleared"; "Science teachers set up study aids"; "Students should enjoy language"; "Background for future engineers"; "Educators must not be shy"; "Concepts from psychiatry will help"; "Delinquency figures are useless"; "High school's greatest weakness"; "Little league baseball is berated"; "Fruitful source of religious values"; "TV for children is improving"; "False economies are quick and easy".

Subscriptions should be sent to Arthur C. Croft Publications, 100 Garfield Ave., New London, Conn.

Education Summary presents a thorough, up-to-date, and concise discussion of practically all current matters pertaining to education. No school system should be without this bulletin. It is invaluable to educators who wish to be well-informed in all areas of school progress.

Board Refuses to Sell Hell and Purgatory

A bid of \$10 per acre for 583 acres in Hell and Purgatory Pocosin, Onslow County, was rejected by the State Board of Education at its September 1 meeting. This land had been advertised for sale, but only one bid was received. This bid was made by Robert M. Ferguson Associates.

Mimeographed Bulletin on "Word Study" Distributed to NC English Teachers

Continuing the work of the committee for the proposed revision of the Language Arts Handbook, the sub-committee of the North Carolina English Teachers Association has just released a 17-page mimeographed bulletin "Word Study" for experimental distribution by the State Department of Public Instruction. Miss Ida Gorder of the Salisbury school system is currently serving as chairman of this sub-committee. The bulletin is divided into six main sections:

1. An outline for word study
2. List of helpful materials including free service, magazines featuring word study, newspapers, filmstrips, workbooks, books, and dictionaries
3. Lesson plans
4. Lists of words for mastery
5. Spelling
6. Annotated bibliography

Throughout the bulletin emphasis is placed on the fact that every teacher is a teacher of reading and consequently a teacher of vocabulary, and according to the bulletin "the teacher of English should assume the responsibility of teaching basic facts and principles needed in learning vocabularies". The bulletin maintains that direct teaching is necessary to appreciate the quality of words, their symbolism, their implied meanings, as well as their literal meanings. In the preface to this section of the proposed new handbook, *Language Arts*, considerable emphasis is placed on the importance of word meanings and usage. "Misunderstandings resulting from misconceptions create many difficulties in our world today where people of varying backgrounds and languages are attempting to work out their mutual problems around conference tables. Teaching students to make discriminations in word meanings and usage is still another responsibility of the teacher."

The committee's hope is that this section will be regarded as suggestive as patterns of teaching word study, rather than a set pattern for all circumstances. The illustrations are taken from methods which have been proven practical and valuable, and which will, it is hoped, call forth from other teachers similar solutions to widespread problems in this area.

"Reading in Grades 9-12", which was issued early in the year, brought forth a heartening response and many valu-

able criticisms from English teachers throughout the State. The committee hopes that "Word Study" will be widely read and that teachers, supervisors, and others will feel free to offer constructive suggestions for improving this bulletin.

Copies of "Word Study" are available through A. B. Combs, director of elementary and secondary education.

Again the North Carolina English Teachers Association, through its sub-committee on "Word Study", is to be congratulated on its constructive approach to coordinating the best information possible on this vital topic. Teachers, supervisors, and consultants from all parts of the State have contributed their best efforts toward making this experimental bulletin a useful one for teachers of English. Not only is the philosophical approach to "Word Study" sound, but it is extremely practical. Suggestions for cooperation between teachers of English and other staff members are of particular significance.

Board to Adopt Supplementary Books

An adoption of textbooks for supplementary use in the public schools of the State was authorized by the State Board of Education at a meeting held October 6.

Looking toward such an adoption, a committee from the staff of the State Department of Public Instruction was requested to examine books in all subject areas and prepare a recommended list. In further anticipation of this adoption, State Superintendent Charles F. Carroll recently requested publishers to submit books which they wished to be considered. "Books desired," Superintendent Carroll stated, "are (a) those of recent copyright dates, and (b) books to complete any series now on the adopted list."

A committee from the Department of Public Instruction with Dr. Allan S. Hurlburt, Assistant Superintendent, as Chairman, will examine the books and submit a report to the State Superintendent on books recommended for adoption. No books received after November 28, 1955, will be considered.

Cooperative Project in Negro Schools Designed For Improving Instruction

A project designed to improve instruction in four selected Negro high schools and four cooperating Negro colleges is now well underway, according to reports from representatives of the Phelps-Stokes Fund, sponsors of this particular study. A progress report was made in Greensboro, October 22, when representatives from the high schools and colleges involved, the Phelps-Stokes Foundation, and the State Department of Public Instruction met to plan next steps in the project.

The plan of operation involves the close cooperation of a specific Negro high school and a specific Negro college for improvement of instruction in some area of common interest—communication, science, social studies, or mathematics. High schools and colleges will be free to experiment as seems most feasible during the two-year period of the project; and findings from each of the four paired cooperating units will be made available to educators throughout the State. As the project proceeds, the services of local, State, and national consultants will be available in the participating schools and colleges.

Schools and colleges now working in this cooperative project include Washington High School in Reidsville with A. and T. College in Greensboro; Lincoln High School, Bessemer City, with Johnson C. Smith University in Charlotte; Hawley High School in Creedmoor with North Carolina College in Durham; and Spaulding High School in Zebulon with Shaw University in Raleigh.

Similar projects are being conducted in a selected number of high schools in Alabama, Georgia, and Mississippi. In each instance, the venture is a cooperative one involving local administrative units, colleges, State Departments, and high schools. Expenses for the projects in all of the states are defrayed by the Phelps-Stokes Fund.

Those attending the Greensboro planning session included Dean W. T. Gibbs, G. H. Ferguson, Dr. Aaron Brown, Dr. S. E. Duncan, Dr. L. H. Robinson, C. R. Stevenson, H. K. Griggs, Dean T. E. McKinney, E. D. Wilson, Dr. W. H. Brown, G. C. Hawley, Dr. N. H. Harris, and G. L. Crews.

Institutions participating in this cooperative project are to be congratulated on their opportunities for studying and experimenting with ways of improving

instruction, administration, and inter-institutional relationships. Such action research at the grass-roots level by those most concerned seems to be an excellent way to guarantee personal and school-wide progress. The State Department shall look forward to continued reports of progress in this all-important pilot study, a study which can pave the way for much that is good among other schools in the State.

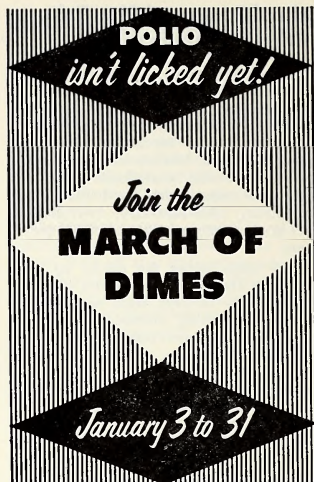
Committee Prepares Industrial Arts Bulletin

A State bulletin on *School Shop Planning* is now in the process of being edited by Nile F. Hunt, chairman of the State Advisory Committee for Industrial Arts, and coordinator of teacher education for the State Department of Public Instruction. Ivan Hostetler, chairman of industrial arts education at State College, has headed the subcommittee which prepared the preliminary manuscript for this bulletin. The State Department of Public Instruction will publish this bulletin within the next two months, and copies will be made available to all interested personnel.

The purpose of this bulletin, according to Mr. Hunt, is to furnish interested individuals throughout the State a comprehensive discussion of the general objectives of industrial arts and techniques for achieving these objectives with emphasis on types of shops best suited for various purposes. Basic considerations in *School Shop Planning* include a discussion of objectives, safety, flexibility, ease of operation, and working areas within the shop.

Planning principles are thoroughly discussed under such topics as location of shop, shape and size, walls and ceiling, partitions, floors, windows and doors, lighting and color, heating and ventilation, service facilities, auxiliary facilities, and equipment. The bulletin has a detailed chapter listing tools and equipment for a comprehensive general shop, or a general unit shop.

Industrial Arts personnel who have assisted in the preparation of the bulletin, in addition to Ivan Hostetler and Nile Hunt, are Murray D. Thornburg, Clyde P. Richman, Dean B. Davis, Henry E. Bruton, and Frank E. Briley.



CBS Televises WHC Discussions

Panel discussions of the six subjects on the agenda of the White House Conference are now being televised by the Columbia Broadcasting System. Members of the President's Committee, consultants to the committee, and other persons prominent in education already have taken or will take part in these discussions.

The series started Sunday October 30 when the first topic, What Should Our Schools Accomplish? was discussed by Dr. James R. Killian, Jr., President of Massachusetts Institute of Technology; Frances Keppel, Dean of the Graduate School of Education, Harvard University; Norman Cousins, Editor, The Saturday Review; and Sloan Wilson, author of *The Man in the Gray Flannel Suit*, and former University of Buffalo English Professor on leave serving as Assistant Director of the White House Conference on Education.

Other scheduled discussions will be televised by CBS from 2:30 to 3:00 on November 6, 13, 20 and 27. Subjects discussed on these respective dates will be: (1) How Can We Get Enough Good Teachers—and Keep Them? (2) How Can We Finance Our Schools—Build and Operate Them? (3) In What Ways Can We Organize Our School System More Efficiently and Economically? and What Are Our School Building Needs? (4) How Can We Obtain A Continuing Public Interest In Education?

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

The Attorney General Rules . . .

Teachers; Sick Leave Under Local Regulations. Expenditure of Local Funds

In reply to inquiry: With your letter of October 7th you enclosed a copy of a letter from Superintendent _____ of the _____ County Schools under date of November 6th in which Mr. _____ propounds the following questions:

"1. _____ County has a local appropriation for limited sick leave for teachers which operates according to local regulations. One of these regulations requires that a teacher must report for duty at the beginning of the school term and at the reopening of schools after Christmas holidays before the sick leave applies. This regulation was adopted because we had difficulty with some of the teachers who worked in the north during the summer months failing to report until after Labor Day and others over-staying their Christmas holidays. This fall a teacher failed to show up at the beginning of the school term. When she did report for work she said she had been sick. We assumed this statement to be true. Under our local rules we think there would be no question about application of our local sick leave but we do have a question as to whether she shall be paid the difference between substitutes pay and her rating for the time before she reported for duty. Her contract was, of course, like many others. She taught last year, the contract was terminated by law, and a new contract had been properly signed for the new term.

"2. The second question involves locally raised non tax funds. About ten years ago a group of citizens in our Griffins elementary school district raised approximately \$1,000 which they presented to the Board of Education at a regular meeting with request that the Board make necessary additional appropriation and erect a home for the principal. The Board of Education did not agree at that time to erect a principal's home because the principal owned her own home that is located within the school district and would not have moved to the new principal's home if erected. The Board of Education refused to ac-

cept the money for deposit in the name of the Board of Education to the credit of the Griffins School. They left the money and asked that I deposit it in the bank on savings account in the name of Griffins School, which I did. No list of contributors was furnished to me and so far as I know none exists. No occasion has arisen for needing a principal's home at Griffins School and so far as we know none will be needed. The local folks and school committee wish to spend the money and the interest thereon for certain equipment which they would like to have in the school. Can the local school committee spend the funds for this equipment? If not, how can the money be spent?

Superintendent _____ does not enclose with his letter a copy of his local regulations as to sick leave for teachers. I have before me a copy of the State regulations contained in a pamphlet printed on August 7, 1950. So far as I know, these regulations have not been amended. Section V-1(a) thereof lists personal illness as one of the causes authorizing pay during illness. Subsection 3(b) of that section provides that when the absence is due to personal illness, the teacher shall receive full salary during the days absent, less \$6.00 for each day. This amount evidently represents the salary of the substitute teacher.

Unless I can see a copy of Mr. _____'s local regulation I cannot be perfectly sure as to the interpretation to be placed thereon, but if such regulation is similar to the State regulation, my view is that the teacher is entitled to the difference between her regular rating and the pay of the substitute teacher.

Mr. _____'s second question does not seem to be covered by the provisions of Section 13(4), Article 9 of the New School Law, since these funds were simply left with the County Superintendent and deposited in a bank in the name of the local school. The problem would be easy if a list of the contributors had been kept and if at least a majority of the contributors should request the bank to pay out funds for the purchase of equipment in the local school. Since no record of the contributors has been kept, my only suggestion is that a careful investigation be made

in the community and the names and amounts contributed by various persons be ascertained as nearly as that can be done; that a meeting be held, attended by the contributors and other persons interested in the welfare of the school. If a representative meeting is held and this meeting authorizes the Superintendent to withdraw the funds and use them for the purpose of the equipment agreed upon, it seems to me that the Superintendent will be fairly safe in handling the funds in that manner.—Attorney General, October 11, 1955.

Age Requirement and Time of Enrollment of Child Becoming a Resident of North Carolina

In reply to inquiry: In a telephone conversation on last Friday you requested the views of this office as to whether a child under six years of age who has been attending kindergarten in another State and who is ready for the first grade, although he will still be under the age of six years on October 16th, is eligible for enrollment in our public schools this year.

Section 6, Article 19 of Chapter 1372, Session Laws of 1955 (The New School Law) provides that a child to be entitled to enrollment in the public schools must have passed the sixth anniversary of his birth before October 1st of the year in which he seeks to enroll and must enroll during the first month of the school year. This section contains a proviso to the effect that the State Board of Education is authorized in its discretion to change the date from October 1st. The State Board of Education has adopted a regulation to the effect that a child whose birthday comes not later than October 16th is eligible to enter school provided that he enrolls during the first month of the term.

The section in question contains another proviso in the following language:

"Provided, that if a particular child has already been attending school in another State in accordance with the laws or regulations of the school authorities of such State before moving to and becoming a resident of North Carolina, such child will be eligible for enrollment in the schools of this State regardless of whether such child has passed

(Continued on page 16)

LOOKING BACK 5 Years Ago

(N. C. Public School Bulletin, November, 1950)

W. F. Credle, Educational Planning and Organization Consultant, Division of Schoolhouse Planning and Surveys, died at his home in Raleigh on October 27, following a heart attack about a week before.

Homer A. Lassiter, Adviser in General Education, has been appointed to succeed J. E. Miller as Associate in the Division of Instructional Service.

Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance, left November 23 for a visit to Europe.

10 Years Ago

(N. C. Public School Bulletin, November, 1945)

Mrs. Will Frances Sanders has been added to the Home Economics Education staff as an Assistant State Supervisor with the special responsibility as State Club adviser to the Future Homemakers of America.

Howard Dawson, Director of the Division of Rural Service of the National Education Association, was a visitor at the State education offices in the Education Building on October 15.

Dr. James S. Tippet, textbook writer and school methods expert, will conduct four workshop conferences in Rowan County on October 10 and 11, according to an announcement by Charles C. Erwin, county superintendent of Rowan schools.

15 Years Ago

(N. C. Public School Bulletin, November, 1940)

Charles E. Spencer, for the past two years Adviser of Physical and Health Education, has been granted a leave of absence to attend the University of North Carolina, Chapel Hill.

The Cool Springs High School in Iredell County carried away first prize in the educational exhibits at this year's State Fair.

On October 7th, **Q. E. Mathis** succeeded **Walter E. Keyes**, resigned, as Assistant Supervisor of Trade and Industrial Education.

W. F. Warren, superintendent of the Durham city schools, recently announced that the city schools will sponsor a 15-minute program, designed to inform better the people of Durham of the work which the schools are doing.



The Attorney General Rules (Continued from page 15)

the sixth anniversary of his birth before October 1st." (October 16th by virtue of the regulation of the State Board of Education).

It seems to me that the answer to your question depends upon whether the kindergarten attended by the particular child is a part of the public school system of the State from which the child removed and whether the particular child has been promoted from the kindergarten to the first grade. If both of these questions are answered in the affirmative, it is my view that such a child is eligible to be enrolled in our public schools regardless of the fact that he will not be six years of age by October 16th. On the other hand, if the kindergarten attended was not a part of the public school system of the State from which the child removed to North Carolina, and if the particular child has not been promoted to the first grade, he is ineligible for enrollment in our public schools this year. In other words, to be eligible for enrollment in our public schools, the child in question must be a first grade pupil simply transferring from another State because his parents have recently become residents of North Carolina. I have discussed this question with Dr. Carroll over the telephone. He concurs in the views expressed.—Attorney General, October 3, 1955.

MAKING TODAY'S NEWS

Davidson. Davidson County teachers and principals today were informed that the Morehead Planetarium on the University of North Carolina campus at Chapel Hill has arranged a series of eight programs especially designed for presentation to school children of all ages during the scholastic year. *Thomasville Tribune*, September 27.

Forsyth—Winston-Salem. The seventh annual observance of Business-Education Week began here yesterday as about 550 county teachers visited 20 businesses and industries for a first-hand look at free enterprise in action. *Winston-Salem Journal*, September 28.

Salisbury. Fifteen persons, including four Negroes, have been appointed by Dr. Donald C. Dearborn, city school board chairman, to serve on an advisory committee to study school segregation problems. *Salisbury Post*, September 22.

Person. For the first time in the history of Roxboro High School, a course in agriculture is being offered to the students. *Raleigh News and Observer*, September 27.

Rutherford. A mixed committee of white and Negro members has been appointed by the Rutherford County Board of Education to study the Rutherford County schools. *Charlotte Observer*, October 8.

Washington. Homer A. Lassiter, Associate, Division of Elementary and Secondary Education, State Department of Public Instruction, spoke to the elementary principals and teachers of the Washington City Schools here yesterday. *Washington News*, October 12.

Sanford. Safety patrols have been organized at all city schools in Sanford for the first term, and the members were sworn into service this morning at a ceremony held in Sanford police headquarters. *Sanford Herald*, October 12.

Wake. The Wake County Board of Education has approved low bids for various school contracts totalling \$344,862.57. *Raleigh News and Observer*, October 8.

Robeson. The Student Safety Patrol of Oak Ridge High School was organized September 20 for the school year 1955-56. *Lumberton Robesonian*, October 11.

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NORTH
CAROLINA

BULLETIN

December, 1955

RALEIGH, NORTH CAROLINA

Vol. XX, No. 4

What Are North Carolina's School Building Needs Today? What Will Be the Needs in 1960?

In terms of estimated cost, the answer to this first question is \$228,555,780. Answer to the second in the same terms is \$156,878,115 additional. Or both together, the answer financially is \$385,433,895.

These answers and other answers in terms of facilities were obtained from a survey made by the State Department of Public Instruction as of September 23, 1955. The superintendents of the

174 units furnished the estimates of needs in their respective units, and these estimates were summarized by the Department.

Estimated costs of the facilities needed were divided into four parts for each of the periods, 1955 and 1960: (1) land, (2) new facilities, (3) renovations, and (4) equipment. Breakdown of these estimated costs for the State on this basis shows the following:

	1955	1960	Total
Land	\$ 5,338,000	\$ 2,678,000	\$ 8,016,000
New facilities	194,462,283	137,482,100	331,944,383
Renovations	11,468,705	5,242,585	16,711,290
Equipment	17,286,792	11,475,430	28,762,222

In terms of facilities needed, the answers to the two questions are more detailed and in accordance with types of facilities. For classrooms alone, the survey shows, there is need for 5,664 right now, 3,010 to relieve present overcrowding and 2,654 to replace substan-

dard classrooms which cannot be economically standardized. By 1960, it is estimated that there will be an additional need of 5,316 classrooms to house anticipated enrollment increases.

Other needed facilities during these periods are the following:

	1955	1960	Total
Administrative offices	565	342	907
Teachers' rooms	908	351	1,254
Health rooms	836	263	1,099
Guidance rooms	498	174	672
Pupils' toilets	1,261	762	2,023
Gym dressing-showering rooms	567	217	784
Gymnasiums	287	129	416
Auditoriums	233	126	359
Combination gym-auditoriums	211	83	294
Lunchrooms	578	229	807
Shops	373	164	537
Music rooms	777	277	1,054
Art rooms	452	158	610
Libraries	731	273	1,004
Audio-visual rooms	604	202	806
Homemaking rooms	322	190	512
Science rooms	374	204	578
Business education rooms	303	146	449
Special education rooms	428	195	623
Acres of land needed	5,338	2,678	8,016

Truman Praises Teachers

Harry S. Truman in his recently issued *Memoirs* praises his school teachers by stating that they were all "the salt of the earth".

The former President was not a college graduate, but he evidently got a good educational grounding from his elementary and high school teachers. Under his inspiring teachers, young Harry developed a love of reading and history. His knowledge of the latter subject was a source of help and comfort to him on many occasions during his administration as President.

Senator Ervin Endorses Federal Aid to Schools

Federal aid to schools without federal control was endorsed by Senator Sam J. Ervin, Jr., last month at the annual meeting of the school principals of the State held in Durham.

"So long as the federal government continues to take the largest slice of these earliest-to-collect taxes," Senator Ervin said, "then the federal government's duty is aid to state schools."

To those who fear federal aid will be accompanied or followed by federal control, the Tar Heel senator said, "The federal government should never have control of the school system—we don't want that, and a review of the history of first federal aid to schools as far as the 1700's, shows that the government has shown no inclination or interest in controlling public schools."

"We want our schools to remain independent and to continue their basic experiments in the field of education which has brought education in this country to the high peak it has attained," Senator Ervin added.

The Senator said that he hoped that the next session of Congress will see something concrete in the way of helping to relieve the huge program of overcrowded schools. He termed this problem much more important than the proposed federal road-building program.

Superintendent Carroll Says . . .

Using material and human resources wisely has, in recent years, become a real science. Know-how of the highest order is constantly needed in order to guarantee that human and material resources are recognized for their worth and effectively channeled for maximum benefits.

A recent study of unusual significance emphasizes the fact that the Nation annually graduates approximately 200,000 youth of college ability who never enter college. Proportionately, this means that North Carolina each year graduates more than 5,000 boys and girls of college ability who, for varying reasons, fail to continue their education. Other studies are revealing similar conclusions concerning this staggering loss of potential talent—a loss which our Nation can ill-afford or condone in an age in which leadership and civic competency at all levels is so essential.

According to this national study, between 60,000 and 100,000 high school graduates of college ability do not continue their education because of inadequate financial resources. Approximately 100,000 graduates do not enter college because they have no interest in continuing their education. Such lack of motivation, the national study reveals, stems from several sources: inadequate interest and support of local schools; parental apathy toward higher education; economic debility within a community; immediate employment opportunities which might attract many graduates into high-paying jobs; and lack of guidance programs within the schools.

Along with the remainder of the Nation, North Carolina citizens should wake up to the alarming implications of this study. The degree to which citizens forego their responsibility in this area is the degree to which we rob ourselves, the Nation, and the world of capable leaders in all walks of life.

Some promising solutions to this problem are developing in North Carolina. Civic clubs, county-wide organizations, corporations, and individuals are creating scholarship and loan funds to stimulate college attendance. These financial inducements will also be productive in encouraging better high school work and preparation for college entrance. When financial resources are coupled with motivation and guidance at the high school level, by both parents and teachers, North Carolina will be the beneficiary. No greater opportunity awaits those interested in building a great State.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

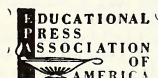
Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

December, 1955

CHARLES F. CARROLL
State Supt. of Public Instruction

Vol. XX, No. 4



EDITORIAL BOARD
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Features

	Page
What Are North Carolina's School Building Needs Today? What Will Be the Needs in 1960?	1
Superintendent Carroll Says	2
Study Reveals 200,000 High School Graduates of College Ability Annually Do Not Enter U. S. Institutions of Higher Learning	6
Survey Shows 39.6% of High School Graduates of 1954 Continued Formal Education, 7.1% Entered Military Service, and 53.3% Terminated Formal Education	8-9
Calendar of Professional Meetings, Conferences, Workshops, Institutes	11
The Attorney General Rules	15

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Ye Editors Comment...

Future Teacher Clubs

At a recent Statewide Convention of Future Teacher Clubs 94 high schools sent 700 representatives. This meeting, according to all reports, was very successful. These young students were given an opportunity to learn more about the teaching profession. And this was all very fine and commendable.

Reports have come to "Ye Editors" also that some schools of education in the colleges of the State have noticed an increased interest in teaching among their new students. This interest is attributed to the increased number of Future Teacher Clubs in the high schools. This, too, is very fine.

However, note that only 94 of the approximately 700 public high schools for white students had representatives at this State meeting. A count made last year indicated slightly more than 200 clubs of this kind in the State—166 from county units and 40 from city units. Forty-five county units and 32 city units had no clubs of this kind. Studies show that many units do not produce sufficient teachers to replace those annually retiring and leaving the profession for other reasons. Other studies show that approximately 50 per cent of the college graduates who take training for teaching do not actually go into teaching. For example, last year there was a need for 3,307 teachers; the colleges turned out 3,040 prospective teachers; but only 1,506 taught in North Carolina.

These are the facts. There must be a correction of this situation if today's and tomorrow's children are properly educated. More Future Teacher Clubs in more high schools is one way to interest more young people in this profession.

More Guidance

Many students of college ability fail to go to college because proper information and motivation has been lacking during high school days. Such has been the observation of secondary school and college educators over and over; but recently a national study (discussed on page 6 of this issue) indicates on a more scientific basis that going to college is highly correlated with schools having programs of guidance.

This seems obvious, though there are certainly other deterrents to college-going than lack of guidance programs. The heart of a good guidance program is the interest and skill which teachers and administrators have in helping young people choose, plan, and decide matters of personal, educational, and vocational nature.

Schools in which teachers use the guidance approach in helping pupils solve their own problems, whether

such schools have formally organized programs of guidance or not, are those schools in which a genuine interest in further education and vocational planning are part of the day-by-day relationships between pupils and teachers.

The study referred to above concludes that two-thirds of the students of college ability who, in high school, discussed going to college "quite a lot" with teachers and counsellors are now attending college.

In view of the great need for leadership in North Carolina, and in view of the large number of students of college ability who do not go to college, it seems highly desirable that every high school in the State regard as its inescapable responsibility this important aspect of guidance.

Colleges can assist by furnishing much of the needed information; the State Department can be some help. Essentially, interest in going to college is based on information which teachers and counsellors, more than anyone else, can marshal and use wisely. Pupil ability, aptitudes, attitudes, interests, achievement, financial status and other family factors—all of these need to be considered carefully and frequently, in many cases, before decisions can be made.

Guidance in many areas is essential for well-rounded growth and development; and certainly the schools of North Carolina should increasingly put into practice what its thinking citizens everywhere are demanding—more guidance at all levels of our educational system.

Hold on to Our Public Schools

One of the most dangerous proposals ever made to our Southern people is the proposal to substitute private schools for public schools under certain conditions. Certainly only under the most desperate circumstances should anything like this even be thought of.

The Federal courts, we believe, will never permit public funds to be used for tuition in segregated private schools. Hence, in the case of private schools, all school costs for each pupil would have to be paid by that student's family. The inevitable result would be to give the rawest deal to the poorest people. Ignorance would increase. Many poor children would get no schooling at all. The feeling between rich and poor, as well as the feeling between white and colored people, would become increasingly bitter and dangerous.

Our white people should not now consider any such proposal. And we appeal to our colored people to use restraint and not drive the white South to consider it. For certainly, much as it would hurt the white race and its poor, it would hurt even more the Negro race and its poor.—Editorial, "Progressive Farmer."

Carroll Announces Four Year Study Plans

Plans for a four-year study to improve the training of superintendents and principals for North Carolina schools were announced recently by Dr. Charles F. Carroll, State Superintendent of Public Instruction.

Cooperating in the project are the six colleges and universities which grant graduate degrees in school administration. These are the University of North Carolina, Duke University, Appalachian State Teachers College, East Carolina College, North Carolina College at Durham and Western Carolina College. Participating agencies include the State Department of Public Instruction; Division of Superintendents, N. C. E. A.; Division of Principals, N. C. E. A.; and the Department of Principals, N. C. T. A.

The North Carolina project, financed by a grant from the W. K. Kellogg Foundation and sponsored by the State Department of Public Instruction, will utilize the findings of the Southern States Cooperative Program in Educational Administration, a five year Southern Region research project in educational administration just concluded.

"We believe", Dr. Carroll said, "that cooperative study and planned experimentation with training programs will result in better preparation of school administrators.

"As a result of the Southern States Study and other similar studies in the United States many critical tasks in education and the skills needed by administrators in performing these tasks have been identified. The North Carolina study is aimed at developing programs in educational administration which will prepare principals and superintendents adequately to perform these important duties."

Members of the Project Advisory Committee are: Dr. J. K. Long, Professor of Education, East Carolina College; Supt. D. M. Calhoun, Bladen County Schools, Division of Superintendents, N. C. E. A.; Dr. E. C. Bolmeier, Professor of Education, Duke University; Dr. Herbert Wey, Associate Dean, Graduate School, Appalachian State Teachers College; A. H. Peeler, Principal, J. C. Price Elementary School, Greensboro, Department of Principals, N. C. T. A.; Dr. Raymond M. Ainsley, Associate Professor of Education, Western Carolina College; Lloyd Y. Thayer, Principal High Point Junior High School, Division of Principals, N. C. E. A.; Dr. James C. Fin-

ney, Professor of Education, North Carolina College at Durham; Dr. W. E. Rosenstengel, Professor of Education, University of North Carolina; Dr. Allan S. Hurlburt, Assistant State Superintendent of Public Instruction, Chairman.

Frank Greer, formerly principal of the Shelby High School and currently a graduate student in Educational Administration at the University of North Carolina, is graduate assistant and secretary to the Project Advisory Committee.

American Education Week Featured In Mt. Airy Paper

An eight-page educational supplement appeared in the *Mount Airy Times* for November 4, as part of the emphasis in Surry County on American Education Week. Every news story, feature article, editorial, and every advertisement, in some way, featured the schools of this area. Twenty-nine pictures of Surry County school activities appeared in this section.

Topics discussed in news and feature stories included art, physical education, music, lunchrooms and proper nutrition, transportation, agriculture, science, safety, moral and spiritual values, PTA activities, and libraries.

Each advertisement carried some appropriate reference to improving schools in Mount Airy and Surry County. Emphasis in several advertisements was upon visiting the schools during American Education Week. One half-page advertisement, illustrated with five appropriate pictures had the following wording: "When you and your neighbors take an active interest in our schools, 1. it is possible to get needed school facilities; 2. it becomes easier to attract qualified teachers; 3. the community maintains its reputation for excellent schools; 4. property values in the community benefit; 5. and, most important of all, our children get the kind of education we want for them".

Congratulations to the Mount Airy Times and the wide-awake citizens of this area for their cooperative emphasis on the need for good schools. When a school-minded citizenry has the wholehearted backing of its newspaper, continued progress in education is inevitable.

Three Professors Write Creed for Michigan Teachers

Recently three professors of English at the University of Michigan, Warner G. Rice, A. K. Stevens, and Bennett Weaver, produced the following Michigan Teacher's Creed:

I believe that:

(1) The teacher is not one who heads exploring parties wandering over strange lands; rather, he is a guide who knows the trails and leads travelers to a sure destination.

(2) We teach that which we are; through the character of the instructor the manners and morals of students are influenced and formed.

(3) Education should help students to distinguish between right and wrong; it should lead them to prefer the right over the wrong.

(4) Unless the teacher triumphs over popular dogmas which insist that morals are a matter of statistics, that environment dominates will, that the normal is preferable to the excellent, and that self-interest is man's master motive, the efforts of schools to train character will come to nothing.

(5) The one is more important than the many, the permanent more precious than the changing; wherefore, as a teacher I must help individuals to find and to adopt those values which are lasting.

(6) The teacher must bring students to realize that self-expression demands discipline, and that advantage is indissolubly linked with duty.

(7) Although many people define the practical in terms of material and corruptible treasures, the teacher dares to define it only in terms of life's highest and most enduring satisfactions.

(8) The creative powers of the mind and the passion for excellence are greatly to be encouraged.

(9) The teacher will not be concerned with practice to the neglect of principle; in personal habits and in public deeds, in ethics and in citizenship he knows that by indirection we find direction out.

(10) The great validities are nowhere to be found so available as in masterpieces of literature, "the crystallized experience of the most sensitive, reflective, and observant minds"—

—Michigan Education Journal.

Schools May Obtain Bulletin On Weather

"Weather and Climate in North Carolina" is the title of a new pamphlet which teachers and students may obtain without cost from the Weather Bureau, U. S. Department of Commerce, Raleigh, or from the Agricultural Experiment Station of State College, Raleigh.

The publication includes chapters on: Factors That Control Our Weather And Climate, Weather Around the Year, and Our Climate in Detail. It is especially helpful to teachers of science and their students.

This new bulletin was prepared by Charles B. Carney, Meteorologist in Charge, U. S. Weather Bureau Forecast Office and State Climatologist for North Carolina with the assistance of C. H. M. van Bovel, Associate Professor, Department of Agronomy and Soil Scientist, Agricultural Research Service, USDA; and Albert V. Hardy, Climatologist, U. S. Weather Bureau.

Teacher Examinations To Be Held Feb. 11, 1956

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 11, 1956.

At the one-day testing session a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of ten Optional Examinations designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him whether he should take the National Teacher Examinations and which of the Optional Examinations to select.

Application forms and a Bulletin of Information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during December, and in January as long as they are received before January 13, 1956.

Nation's Schools Reach Peak Enrollment

S. M. Brownell, Commissioner of Education, U. S. Department of Health, Education, and Welfare, recently estimated an enrollment of 2,716,000 students in the Nation's colleges and universities this fall.

"This is an all-time record," Commissioner Brownell said. "It is 8.6 per cent greater than the previous high peak of 2,500,000 students enrolled last fall and marks the fourth consecutive year of college-university students increase in the United States."

Commissioner Brownell based his estimate of total enrollment on returns from 1,196 of the Nation's 1,856 institutions of higher education in the Office of Education's annual fall enrollment survey. More than 40 per cent of all college-university students were enrolled in these 1,196 institutions last fall.

The colleges and universities indicated a 1955 fall enrollment of 694,000 new students, an increase of 8 per cent over that of fall, 1954.

"This approximates the earlier peak-year enrollment of 696,000 new students in 1946 when a large group of World War II veterans entered college for the first time," Commissioner Brownell said. "This percentage of increase for new student enrollment from 1953 to 1954 was 12.4 per cent."

"The total college-university enrollment increase of 8.6 per cent throughout the Nation this fall over that of last fall (1954) is less than the increase of 11.1 per cent recorded from 1953 to 1954," the Commissioner of Education pointed out.

The Office of Education's fall survey of college-university enrollment is being conducted by William A. Jaracz, under the direction of Herbert S. Conrad, Chief, Research and Statistical Standards.

Magill Attends Conference On Exceptional Children

Dr. John W. Magill, recently appointed adviser in special education for the Department of Public Instruction, represented the Department at the Southern Regional Conference of the International Council for Exceptional Children in Nashville, November 9-12.

National and international leaders in the area of special education appeared on this program; and plans for improved services for all types of exceptional children were discussed throughout the meeting.

Educators Speak to Principals' Association

More than 300 elementary and secondary school principals attended the annual North Carolina principals' conference in Durham, November 1-3. Highlights of the meeting were addressed by Dr. Charles F. Carroll, State Superintendent of Public Instruction; Dr. Ellsworth Tompkins, Assistant Executive Secretary of the National Association of Secondary School Principals; Dr. E. T. McSwain, Dean of Education at Northwestern University; Dr. James T. Cleland, Dean of the Chapel at Duke University; Dr. John D. Messick, President of East Carolina College; and Honorable Sam J. Ervin, United States Senator from North Carolina.

Another feature of the annual conference was a report from the North Carolina Advisory Committee on Education by Thomas J. Pearsall, who emphasized the desire of the committee that North Carolina find some legitimate means whereby its public schools might be enthusiastically supported in the future.

Six discussion groups were held during the three-day conferences and these were repeated in order that participants might have the opportunity of attending at least two groups. Topics for the panel discussion included the following: "The Role of the Parent-Teacher Association in the Modern School"; "A Workable Program of Extra-Class Activities"; "The Use and Supervision of Auxiliary Services in the School"; "Athletic Programs, Policies, and Practices"; "Reporting to Parents and Promoting Pupils"; and "Public Relations—Your School and Your Community."

Dr. J. L. Pierce, Consultant in Health and Physical Education for the State Department of Public Instruction, and Dr. Taylor Dodson, Advisor in Physical Education, participated in these panels.

Lloyd Y. Thayer of the Junior High School in High Point, and President of the Principals' Association; and A. P. Routh, Vice-President of the Association, shared the responsibilities of planning and presiding over the sessions of this conference. Dr. J. M. Johnston of the Asheboro High School, assisted in planning for the convention.

Study Reveals 200,000 H. S. Graduates of College Ability Annually Do Not Enter U. S. Institutions of Higher Learning

Between 60,000 and 100,000 high school graduates in the United States of college ability failed to enroll in institutions of higher learning in 1955 because of financial reasons, according to a study just completed by Charles C. Cole, Jr., assistant dean of Columbia College, Columbia University. Another 100,000 of college ability failed to enroll in colleges this year because of a lack of any interest in a higher degree. According to this study, every year in North Carolina there would be approximately 5,000 boys and girls of college ability who do not continue their education.

This nation-wide investigation was jointly sponsored by the National Science Foundation and the College Entrance Examination Board; and the official results, to be found in a report entitled, *Encouraging Scientific Talent*, will be available in printed form early in 1956.

The report includes a description of the nature, characteristics, and origins of scientific ability; information on the supply and demand for scientifically trained persons; suggestions for conserving the nation's intellectual resources; an examination of certain deterrents to the production of scientists as well as certain factors which seem to encourage this training; and an analysis of formal programs of recruitment, schemes for the improvement of teaching, and techniques for encouraging a public opinion favorable to the production of scientists.

This investigation confirms the findings of other studies and also the widely-held hypothesis that interest in college-going is greater among students from professional groups than from farm and labor classes. For example, the study reveals that 83 per cent of boys in the high-scoring group whose fathers are in medicine and 65 per cent of the boys whose fathers are in scientific professions intend to go to college immediately after graduation. Only 38 per cent of the sons of farmers and 25 per cent of the sons of semi-skilled workers intend to go directly to college.

Another hypothesis, confirmed by the results of the study, is that there is a direct relationship between interest

in college-going and intellectual ability. The study also reveals that interest in college is closely related to parental education, classmates' plans, and the extent of high school guidance. Two-thirds of the boys of high ability who have discussed college "quite a lot" with their teachers or counsellors are now going to college.

Fifty-six per cent of the high-ability boys and 38 per cent of the high-ability girls indicated that they desired more science in high school. Students of high ability revealed a similar attitude toward mathematics.

The study re-emphasizes that many students of college ability cannot continue their education because of insufficient funds; proof is abundant, however, that the lack of motivation for college is a stronger deterrent than financial need. Prosperity itself, which attracts many young people into high-paying industrial jobs, is another strong deterrent to college-going.

This investigation also shows that where there is a tradition of college-going in the community, where economic conditions are good, and where the school is adequately supported, adolescent interest in going to college is very noticeable. Conversely, in depressed economic areas, places in which schools are inadequately staffed, and places where homes have little interest in higher education, adolescent interest in going to college is much less apparent.

When asked what vocation they would like to be engaged in fifteen years from now, 25 per cent of the high-ability boys indicated engineering; 10 per cent, business; 8 per cent, medicine; and 6 per cent physical scientists. Twenty per cent of the high-ability girls indicated a preference for education; 18 per cent, white-collar jobs; 12 per cent, nursing; and 12 per cent, homemaking.

The report, showing that 200,000 18-year-olds with college level ability are lost annually to higher education, concludes as follows: "There is no single dramatic solution to the problem of how to prevent the wasting of intellectual resources or of increasing the number of scientifically trained persons. There are losses to the future

"It's Not Too Late To Participate"

Superintendents were reminded recently by State Superintendent Charles F. Carroll that it's not too late to participate in money raising projects for the restoration of Charles B. Aycock's birthplace and for the erection of a memorial to Sir Walter Raleigh.

These projects have been commended by Superintendent Carroll as being worthy and legitimate endeavors for teachers and students in the North Carolina public schools. "The Commissions responsible for each of the projects have identified the success of their activities with the interest and effort of schools and school personnel. . . Legislative authority, it will be recalled, has been given for school participation in these projects.

"Funds collected for each project should be kept separate and reported separately. In transmitting collections, checks should be made to the "Charles B. Aycock Memorial Fund" or to the "Sir Walter Raleigh Memorial Fund" and should be forwarded to L. H. Jobe, Department of Public Instruction, Raleigh."

scientific labor force as a result of some poor teaching, insufficient guidance, and inadequate facilities in the Nation's overcrowded schools. Indeed, at present one of the most serious crises the nation has ever faced is the shortage, almost the disappearance, of the competent, well-trained, stimulating high school science teacher. It is a breed that faces extinction. Third, although some able science students are deterred or discouraged from science or engineering careers because of the school situation, many more are turned away by deterrents in society itself. Fourth, partly because of these community and parental deterrents, lack of motivation appears to be a strong reason why a majority of the superior high school graduates fail to go on to college. Nonetheless, insufficient financial support appears to be the sole or primary reason why between 60,000 and 100,000 of these superior persons fail to enroll in colleges each year."

School and college personnel, civic leaders, and business and industrial people should study this careful investigation with the idea of acting in a positive manner toward avoiding America's number-one waste of manpower.

State Employees Vote For Social Security

State employees, including departments, institutions, and public schools, voted in October 46,968 to 9,568 in favor of joining the State Retirement System with Federal Social Security.

According to Nathan Yelton, Executive Secretary of the State System, who was designated by Governor Luther H. Hodges to conduct the poll, the integration of the two systems is expected to take place on December 1 as of January 1, 1955.

At the time the State referendum was held, 84 local retirement systems also voted to join Social Security.

What Other Countries Are Doing in Education

Australia. In order to foster the ideals of helpfulness and unselfishness in schools, head teachers in the state of Victoria are urged to form social service leagues in their schools.

Austria. Young people of both sexes from other countries were invited by the Ministry of Education to spend a week in Vienna during the summer period, between 17th July and 17th September, 1955.

Canada. For the past ten years, special rural broadcasts have been used as aids in education of the rural population.

France. A circular by the director general of secondary education stipulates that no pupil may leave the secondary school during the normal schooling period without having been given clearly expressed and detailed guidance on his proposed career.

Netherlands. In collaboration with the society for the prevention of road accidents, the Ministry of Education contemplates introducing a course on traffic regulations into teacher training curriculum.

New Zealand. The Physical Education Branch of the Department of Education has recently been encouraging the teaching of artificial respiration to school children as from the beginning of their secondary education, regardless of whether they can swim or not.

Peru. In order to enforce the regulations requiring teachers in private schools to have the same qualifications as those in public schools, the directors of independent educational establishments must register the appointment of all their teaching staff with the Ministry of Education.

WUNC-TV Presents In-School Programs

Station WUNC-TV, in cooperation with the School of Education at the University of North Carolina and Woman's College, is presenting a series of programs designed for viewing by students in the classroom.

The first of the series began October 24 and will continue through January 26. These programs are on the air from 2:00-2:30, Mondays through Thursdays.

Mondays: A Career For You

These programs feature specialists in various fields, discussion groups of students, and other means of helping solve vocational, educational, and personal problems.

Tuesdays: Play Period

This is a series of programs on physical education activities for seventh and eighth grades. A class situation, using Chapel Hill students, is set up in the studios. It is suggested that school classes viewing the programs engage in the activities simultaneously with the performance of the studio group.

Wednesdays: Playground (every 3rd Wednesday)

This series of programs has been designed to help fourth, fifth, and sixth grades with their playground activities. They should prove worthwhile to the classroom teacher in that use will be made of a number of types of organization for games, with concentration on games not commonly used by the classroom teacher. It is believed that after viewing these programs, boys and girls will be motivated toward making better use of their playground period.

All About Art (every 3rd Wednesday)

This series of art programs is for the fourth, fifth, and sixth grade student. However, modification of the lessons may be applied to other grades. The aim of the program is to introduce the student and the classroom teacher to new techniques and processes and to promote originality and creativity in art. In presenting these lessons within a limited time, many steps which would require much more time and discussion in the classroom must be telescoped.

Music in the Air (every 3rd Wednesday)

Through this series of music programs, it is hoped that those who may see it will come to feel that music has a real part in school life, that it is often fun, frequently relaxing and sometimes inspiring, that it teaches good habits of singing, thinking, and muscular control, that it adds consid-

erable understanding of the world. Children of the upper grades will take part and for everyone interested, there will be something to do.

Thursdays: Geography Comes to Life

This series is designed primarily for sixth, seventh, and eighth grades. These programs should be thought of as complementary and supplementary aids for the classroom teachers as well as gainful information and review for the students.

Additional programs under consideration for later series include art appreciation, music appreciation, science and nature study, government, and several others. Suggestions for additional programs will be welcomed from school people. Please contact the TV Committee, School of Education, U. N. C., or Woman's College.

Larger % Persons 16-17 Years Old Not in School

A larger percentage of persons 16 and 17 years old were not in school than for groups comprising 7-13 year old children and those 14 and 15 years old, according to the 1950 Census.

Of the 145,825 persons 16 and 17 years, the 1950 Census shows, 50,275 or 34.5 per cent were not in school. The percentage of the rural farm group of these ages not in school was greater (37.4%) than either the urban (28.4%) or the rural non-farm group (35.8%).

Of the 147,875 persons 14 and 15 years old, according to the 1950 census, 13,920 or 9.4 per cent were not in school. Of those in this group classified as rural farm, 10.9 per cent were not in school. There were 7.1 per cent and 9.2 per cent of the urban and rural non-farm groups of these ages who were not in school.

The difference between urban, rural non-farm, and rural farm groups of children 7-13 years old was not as great as for the other age groups. Only 4.6 per cent of the total number of 7-13 year olds were not in school, and for the three groups as follows: urban 3.8%; rural non-farm 4.5%; and rural farm 5.1%.

According to the Census persons were considered enrolled in school if they had attended since February 1 any school, college, university or professional school, either full or part time.

Survey Shows 39.6% of High School Graduates of 1954 Continued Formal Education, 7.1% Entered Military Service, and 53.3% Terminated Formal Education

Less than a third (31.3%) of North Carolina's high school graduates, class of 1954, entered college, according to a recent survey by the State Department of Public Instruction.

This survey, made by Nile F. Hunt, Coordinator of Teacher Education, was an attempt to find out what becomes of our high school graduates. Although the survey did not cover the entire number (353,938) of high school graduates, it did include a sufficient number (24,673) to reveal certain significant data.

I. These data in terms of percentages, as taken from the summary table I, applied to the whole are as follows:

- (1) 39.6% continued formal education
 - 31.3% entered college
 - 26.6% senior college
 - 4.7% junior college
 - 8.3% entered business and trade schools, and nurses training
- (2) 7.1% entered military service
- (3) 53.3% terminated their formal education

II. A racial comparison of these results shows the following:

- | | White | Negro |
|-----|--------|----------------------------------|
| (1) | 40.8% | 32.6% continued formal education |
| | • 32.6 | 24.4 entered college |
| | • 27.1 | 23.6 senior college |

Scholarship Aid
In the table, the scholarship aid afforded those students who entered college is shown by number and percentage. Some conclusions based on this part of the table are the following:

1. 19.3% of all who entered college received scholarship aid of some kind.
2. 21.3% of students from county units received scholarship aid.
3. 17.3% of students from city units received aid.
4. 17.9% of white students received scholarship aid.
5. 28.6% of Negro students received scholarship aid.
6. 20.7% of white boys received aid.
7. 28.9% of Negro boys received aid.
8. 15.0% of white girls received aid.
9. 28.5% of Negro girls received aid.
10. 23.0% of white boys from county units received aid.
11. 18.6% of white boys from city units received aid.
12. 17.1% of white girls from county units received aid.
13. 13.1% of white girls from city units received aid.
14. 25.4% of Negro boys from county units received aid.
15. 34.3% of Negro boys from other

(2) 19.9 3 military serv.
(3) 68.2 54.6 terminated formal edu.

Conclusions

Other comparisons may be made, but these are sufficient to indicate the differences that exist in these several groups, and to make the following general conclusions:

1. 40 out of each 100 high school graduates continued their formal education (Formal education in this instance means those going to college, to business school, trade school and those taking nurses training.)
- 31 of each 40 graduates entered college.
- 8 of each 40 entered business or trade schools or nurses training.
2. 7 of each 100 entered military service.
3. 53 of each 100 terminated their formal education.
4. 41 of each 100 white students continued their formal education as compared with 33 of each 100 Negro graduates.
5. 34 of each 100 students from county units continued their formal education as compared with 50 of each 100 students from city units.
6. 39 of each 100 white boys and 42 of each 100 white girls continued their

(2) 19.9 3 military serv.
(3) 68.2 54.6 terminated formal edu.

VI. A comparison of white boys from county units with white boys from city units shows the following:

- | | County | City |
|-----|--------|------------------------------------|
| (1) | 31.3% | 50.8% cont'd. formal education |
| | • 27.7 | 48.2 enter'd college |
| | • 22.3 | 42.6 senior college |
| | • 5.4 | 5.6 junior college |
| | • 4.2 | 2.6 business, trade & nurses trng. |
| (2) | 16.7 | 11.4 military serv. |
| (3) | 51.4 | 37.8 terminated formal edu. |

VII. A comparison of white girls from county units with white girls from city units shows the following:

- | | County | City |
|-----|--------|-------------------------------------|
| (1) | 36.8% | 51.6% cont'd. formal education |
| | • 23.6 | 40.8 enter'd college |
| | • 18.3 | 35.0 senior college |
| | • 5.3 | 5.8 junior college |
| | • 13.2 | 10.8 business, trade & nurses trng. |
| (2) | 3 | 2 military serv. |
| (3) | 62.9 | 48.2 terminated formal edu. |

VIII. A comparison of Negro boys from county units with Negro boys from city units shows the following:

- | | County | City |
|-----|--------|--------------------------------|
| (1) | 32.6% | 32.6% cont'd. formal education |
| | • 32.6 | 24.4 entered college |
| | • 27.1 | 23.6 senior college |

(3) 32.4 33.4 terminated formal edu.

III. A comparison of students from county units with those from city units shows the following:

	County	City
(1)	33.6%	49.7%
	contd. formal education	
•	24.9	42.3
•	20.4	37.2
•	4.5	5.1
•	8.7	7.4
•	—	—
	& nurses trng.	
(2)	7.8	6.0
	military serv.	
(3)	58.6	44.3
	terminated formal edu.	

IV. A comparison of white boys with white girls shows the following:

	Boys	Girls
(1)	38.9%	42.2%
	contd. formal education	
•	35.4	29.9
•	30.0	24.5
•	5.4	5.4
•	3.5	12.3
	business, trade & nurses trng.	
(2)	14.6	.2
	military serv.	
(3)	46.5	57.6
	terminated formal edu.	

V. A comparison of Negro boys with Negro girls shows the following:

	Boys	Girls
(1)	25.9%	36.9%
	contd. formal education	
•	22.7	25.5
•	22.0	24.7
•	.7	.8
•	3.2	11.4
	business, trade & nurses trng.	

& nurses trng.

(2) 19.0 21.9 military serv.
(3) 58.2 46.7 terminated formal edu.

IX. A comparison of Negro girls from the county units with Negro girls from the city units shows the following:

	County	City
(1)	33.5%	45.0%
	contd. formal education	
•	29.5	30.4
•	22.8	29.3
•	.7	1.1
•	10.0	14.6
	business, trade & nurses trng.	

county units as compared with 51 boys from city units continued their formal education.

9. 37 of each 100 white girls from county units as compared with 92 girls from city units continued their formal education.

10. 23 of each 100 Negro boys from county units as compared with 32 Negro boys from city units continued their formal education.

11. 34 of each 100 Negro girls from county units as compared with 45 Negro girls from city units continued their formal education.

I. Survey of High School Graduates, 1954

Items	WHITE						NEGRO						TOTAL	
	Boys			Girls			Boys			Girls			Total	
	No.	%	No.	No.	%	No.	No.	%	No.	%	No.	%	No.	%
No. of seniors graduated in 1954														
Total	12,618	100.0	14,920	103.0	26,538	100.0	3,400	100.0	5,000	100.0	8,400	100.0	35,938	100.0
County	8,550	67.7	10,249	68.7	18,799	70.3	1,462	43.0	1,910	38.2	3,372	40.3	15,111	33.7
City	4,068	32.3	4,671	31.3	7,739	29.7	1,938	57.0	3,090	61.8	5,028	59.7	10,827	30.3
Graduates included in survey														
Total	9,585	75.5	11,014	73.8	20,599	77.6	1,618	47.6	2,506	50.1	4,124	49.1	24,632	68.7
County	6,371	50.5	7,419	49.6	13,790	51.8	516	15.2	743	14.8	1,259	15.0	7,017	19.5
City	3,214	25.0	3,595	24.2	6,809	25.8	1,102	32.4	1,763	35.3	2,865	34.1	5,015	13.2
Enrolled in 4-yr. senior colleges														
Total	2,370	30.0	2,707	24.5	5,077	27.1	356	22.0	618	24.7	974	28.6	1,330	3.7
County	1,583	19.6	1,835	16.3	3,618	19.3	136	8.4	207	8.3	343	10.1	479	1.3
City	1,565	42.6	1,443	35.0	3,068	38.6	120	36.4	211	34.3	353	25.1	331	3.2
Enrolled in 2-yr. junior colleges														
Total	523	5.4	605	5.4	1,128	5.6	11	.7	21	.8	32	.8	1,160	4.7
County	373	2.9	431	2.9	804	3.0	4	.1	7	.1	11	.1	688	4.5
City	207	5.6	240	5.8	447	5.7	7	1.3	14	1.1	15	1.2	402	5.1
1. Enrolled in all colleges														
Total	3,393	35.4	3,812	25.9	7,205	27.5	387	22.7	639	25.5	1,006	24.4	7,711	31.3
County	1,972	43.7	2,163	20.8	4,325	45.3	143	29.3	244	23.5	438	23.3	3,583	24.9
City	1,172	46.2	1,649	43.8	2,880	43.3	244	57.7	395	62.0	568	25.3	3,533	42.3
Receiving scholarship aid														
Total	702	20.7	499	15.0	1,201	17.9	106	28.9	182	28.5	288	28.6	1,489	19.3
County	373	23.0	279	17.1	652	20.1	57	35.4	120	25.0	177	25.7	839	21.3
City	329	20.0	220	15.1	549	15.3	49	34.2	62	21.6	111	30.2	600	17.3
2. Continuing education in business, school, trade school, nurses training, etc.														
Total	342	3.5	1,857	12.3	1,699	8.2	52	3.2	285	11.4	337	8.2	2,086	8.3
County	248	4.2	911	13.2	1,159	9.1	28	2.5	177	10.0	205	1.2	1,384	8.7
City	94	2.6	446	13.8	540	6.9	24	4.7	108	14.6	132	10.5	672	7.4
3. In military service														
Total	1,398	14.6	29	.2	1,427	6.9	322	19.9	8	.3	330	8.0	1,757	7.1
County	951	16.7	18	.3	969	7.8	209	19.0	5	.3	214	7.5	1,213	7.8
City	447	11.4	11	.2	458	5.5	113	21.9	3	.4	116	5.2	544	6.0
4. All other graduates in survey														
Total	4,402	46.5	6,316	57.6	10,718	52.4	877	57.2	1,574	62.8	2,451	59.4	13,199	53.3
County	3,014	51.4	4,827	68.9	7,851	57.7	641	68.2	1,169	66.2	1,810	63.0	9,161	58.6
City	1,388	37.8	1,979	48.2	3,367	43.3	236	45.7	405	54.6	641	51.0	3,908	44.3

Note—Persons desiring this data for the several units should request a copy of Publication No. 303, *What Becomes of Our High School Graduates*, from the State Department of Public Instruction, Raleigh, N. C.

New Publication Has Suggestions For Personnel of Elementary Schools

Group Studies in the Elementary Grades, a recent 124-page publication describing effective instruction in the University Elementary School at The Ohio State University, includes many suggestions for teachers, supervisors, elementary principals, and curriculum workers.

"Group Study", as used in this publication, "is the center around which most of the class activities revolve. It is the source and mainstay of group unity, and motivation for earnest and continued effort because of the responsibilities that are shared and the commitments that are accepted in exercising the privilege of choice and decision making."

The purpose of this publication is to describe the group study; to tell how it is initiated, developed, culminated, and evaluated; and to show the important role played by the teacher in every phase. Emphasis is placed on the fact that a group study, by its very nature, is a creative group endeavor, that it must be flexible, and that teacher pre-planning is valuable only as it increases the possibility of good teacher-pupil planning.

An entire chapter is devoted to "Initiating Group Studies," with stress on teacher pre-planning, teacher-pupil planning, developing and using criteria, further planning, assuming responsibility, and changing plans as the study progresses.

Another chapter deals with "Developing Group Studies"; in this section emphasis is placed on fourteen types of learning experiences. "Concluding and Evaluating Group Studies," with emphasis on student and group evaluation as well as teacher evaluation, constitutes a third section of this bulletin. A fourth chapter deals with "Learnings Emerging through Group Studies," and a fifth section lists and describes briefly group studies in the University School over the last twenty-one years.

It would be difficult to find any recent publication so full of provocative ideas for creative teaching in the elementary school. Prepared by elementary teachers and elementary consultants who have worked together for years, this bulletin has the flavor of reality and enthusiasm founded in faith in living and working together for the

Music Teachers Shall Not Accept Commissions

"Music teachers employed in the public schools shall not accept commissions for the sale of music merchandise to pupils," according to a resolution recently adopted by the North Carolina Music Educators Association. "Any music teacher who violates . . . (this) resolution shall be guilty of unethical conduct," the resolution further states.

Because of the significance and its professional implication, a copy of the resolution has been sent to all county and city superintendents by State Superintendent Charles F. Carroll. The resolution is as follows:

"It has been brought to the attention of the Executive Committee of the NCMEA that music teachers are accepting, and in some cases demanding, a 10 to 15 per cent commission of gross sales of band and orchestral instruments to students in their school community. Music merchants in North Carolina feel that they cannot operate a sound business with this existing condition. In an effort to promote and uphold sound professional standards of the members of the North Carolina Music Educators Association, the Executive Committee recommended that the following resolution be adopted.

Be it resolved that music teachers employed in the public schools shall not accept commissions for the sale of music merchandise to pupils, directly or indirectly, or in any manner whatsoever from the jobber or music merchant. Any music teacher who violates the above resolution shall be guilty of unethical conduct."

common good. The booklet is full of descriptive and pictorial illustrations, which, along with the philosophy expounded, tend to show that teaching can forever be a new, exciting experience for teachers and pupils rather than a routine, monotonous one. Every elementary teacher, principal, and supervisor in North Carolina should be familiar with this stimulating approach to more effective teaching.

Steps Taken for Adoption in Reading, Grades 4, 5, 6

Steps were taken for an adoption in new reading texts for grades 4, 5, and 6 by the State Board of Education at the November 3 meeting.

At this meeting the Board authorized the elementary division of the Textbook Commission to evaluate textbooks in this subject area. Members of this division are: I. E. Ready, chairman, Roanoke Rapids; Mrs. Carrie Abbott, Bryson City; Mary Greenlee, Mooresville; Marie Haigwood, Shelby; Cornelia McLaughlin, Lillington; Luther Medlin, Greensboro; and Mrs. Helen D. Wolff, Greensboro.

Reading texts now used in grades 4, 5 and 6 are published by Scott, Foresman and Company.

Guidance Program Shows Many Services Performed

Many services were performed by the Burke County Guidance Service during 1954-55, according to the annual report of Dell B. Wilson, Director.

Guidance programs served 2,109 students in grades 9-12 in the six high schools of the county—Drexel, George Hildebrand, Hildebran, Oak Hill, Salem, and Valdese. Some of the facts taken from the daily log books kept by the counselors are the following:

A new central guidance office was established in the board of education building in Morganton.

Records of 510 incoming freshmen were made available to teachers at the beginning of school.

Conferences were held with students on a variety of subjects—vocational 494, educational 173, personal problems 50, family 28, social 33, health 24, discipline 28, subject matter difficulties 20, military information 34, and many others.

Aid was extended to 16 alumni.

College day held in cooperation with Morganton High School students.

New portable pamphlet files were added to all six schools.

A follow-up study was explored and begun.

50 group guidance projects were carried out by teachers.

32 conferences by teachers with individuals were reported.

18 conferences with parents were held.

These and many other activities were performed in cooperation with parents, teachers, and other agencies.

Department Members Appear on TV

A number of members of the Department of Public Instruction appeared on a panel discussion over WUNC-TV as a part of the State's observance of American Education Week on November 10.

Dr. Allan S. Hurlburt, Assistant State Superintendent of Public Instruction, was moderator of the panel, which discussed the findings of the North Carolina White House Conferences recently held throughout the State.

Other members of the panel from the Department were: A. B. Combs, J. L. Cameron, T. Carl Brown. A. C. Davis represented the Controller's Office of the State Board of Education. Also included were: Dean John W. Shirley of State College and Dr. William H. Cartwright of Duke University.

9,000 U. S. Students Study Abroad

Over 9,000 U. S. students studied abroad during 1954-55, according to a recent survey taken by the Institute of International Education, 1 East 67th Street, New York City.

Initial returns from this first statistical report on American students abroad indicate that 9,262 U. S. citizens studied in 47 foreign countries and political areas during the past academic year. The survey was limited to students having both U. S. citizenship and permanent residence in the United States.

The Institute's survey, first undertaken as a pilot project in 1953, was conducted by means of a questionnaire sent to 1,000 institutions of higher education in 74 foreign countries and political areas. Replies have been received from a total of 836 institutions or 83.6 per cent of those polled: 379 institutions reported 9,262 U. S. students enrolled; 457 reported no U. S. students. A final report on U. S. students abroad will be included in the 1956 *Open Doors*, the Institute's annual census report on foreign students, scholars and doctors in the U. S.

Where did the American students study? Almost 59 per cent (5,461) of those reported were enrolled in European schools; 15 per cent were in Mexico; and 14.8 per cent in Canada. Four countries reported over 1,000 U. S. citizens in their institutions of higher education, Mexico, 1,395; Canada, 1,374; Italy, 1,084; and the United Kingdom, 1,009.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

February 3-4	—N. C. Guidance Conference, Winston-Salem.
February 10-11	—Association for Supervision and Curriculum Development, New York.
February 18-23	—American Association of School Administrators, Atlantic City, N. J.
March 14-17	—National Science Teachers Association, Washington, D. C.
March 19-24	—National Council of State Consultants in Elementary Education, Washington.
March 22-24	—North Carolina Education Association, Raleigh
March 22-24	—North Carolina Teachers Association, Raleigh
March 26-29	—Association for Childhood Education International, Washington.
April 1-6	—Third American Film Assembly, Morrison Hotel, Chicago.
April 23-27	—Annual Social Studies Conference, Sponsored by Duke University, Durham.

Basketball and Baseball Chief Sports in Public Schools

Although baseball increased in popularity among sports engaged in by high school students during the school term 1954-55, basket ball continued its lead of all sports provided in most schools, according to a recent survey by Dr. J. L. Pierce, Consultant in Health and Physical Education, State Department of Public Instruction.

Of the 848 schools reporting, Dr. Pierce's survey shows 846, or 99.7 per cent, had basket ball teams for boys and 802, or 94.6 per cent, of the number provided basket ball for girls. Baseball, the study further shows, was provided in 651, or 76.8 per cent, of the 848 schools reporting. Compared with the preceding year, baseball increased from 66 per cent to 76.8 per cent of schools participating, whereas, basket ball already at the top increased from 99 to 99.7 per cent participation by boys and decreased from 96 to 94.6 per cent in the case of girls.

Increases in other sports during this one year were made in track, 5 to 9.2 per cent; golf, from 2 to 3.5 per cent; and tennis, from 2 to 3.8 per cent. There were also slight increases in wrestling. Decreases were shown in softball, from 11 to 5.2 per cent, and football, from 53 to 48.1 per cent of the number of schools reporting.

The reports show that the number of athletic teams sponsored by an individual school varied from eight sports for one school to one sport for 138 schools. In almost every case where a school sponsored only one athletic activity that sport was basket ball. More than half of the schools reported that they sponsored either two or three different sports with 317 reporting two sports and 286 reporting three sports. The number reporting more than three sports decreased rapidly with 55 schools reporting four sports, 21 reporting five sports, 9 reporting six sports and only seven schools reporting seven different interscholastic sports. Only slightly more than 10 per cent of all the schools reporting sponsored teams in more than three sports and more than 50 per cent of the schools reporting listed less than three sports.

Other pertinent information taken from the reports indicated that 146 or 17.3 per cent of the schools reporting sponsored one or more sports or play days. Of particular interest is the fact that only 126 schools reported having women as coaches of the girls' basket ball teams. On a percentage basis this is only 15.9 per cent of all the schools sponsoring this activity.

Publishers Sponsor "Books on Exhibit" As Service to N. C. School Personnel

Books on Exhibit, a collection of 550 recent library books from America's best authors and illustrators, is now being examined by hundreds of teachers, librarians, supervisors, and administrators throughout the State.

This exhibit is the result of a joint cooperation promotional service among twenty-five publishers. The purpose of *Books on Exhibit* is to make available to schools, in organized exhibit form, a representative collection of junior library books, so that teachers and librarians will have the opportunity, in seeing the collection, to select those books which meet their particular needs and reading requirements.

The 1955-56 exhibit consists of 550 books, and covers all grades from kindergarten through high school in different subject categories. Of this number, 324 are Fall 1955 publications; the remainder are Spring 1955 and standard titles. A graded, indexed, numbered, and annotated catalogue, is available in quantity wherever the exhibit is used.

Ten county and five city administrative units have already scheduled *Books on Exhibit* for a week's stay in their respective areas. Several dates are still open for other exhibition dates: March 5-9; March 12-16; and any time after April 13. Requests for this exhibit should be made through Cora Paul Bomar, State school library adviser, State Department of Public Instruction, Raleigh.

There is no service charge for the exhibit; however, each unit will defray transportation cost to the next place. The books are packed in eleven wooden containers, according to simple directions; and are easily packed and unpacked. The exhibit can readily be set up, according to Miss Bomar, in an hour and a half.

Books on Exhibit neither solicits nor takes orders. It is a service to provide an opportunity for examination of good books. A similar exhibit is anticipated for next year also. Requests are honored in the order in which they are received.

Here is one of the most practical services, it seems, ever offered school personnel by the State Department and

62 Schools Offer Trade and Industrial Education

Courses in various trades and industries are offered in 62 public high schools this year, according to M. D. Thornburg, State Supervisor of Trade and Industrial Education, State Department of Public Instruction.

These schools are located mainly in city units—34 city units and 10 county units. Thirty-four of the 62 schools are for Negro students and 28 for whites. Subjects offered in one or more schools are the following: aircraft engines, auto mechanics, bricklaying, carpentry, cabinetmaking, cooking, cosmetology, electronic mechanics, furniture manufacturing, machine shop, motor rewinding, painting, printing, sheet metal, shoe repairing, tailoring, textiles, and welding.

In addition to these courses, which are sponsored by the Division of Vocational Education through the Federal-State program, day trade courses are offered to adults (not in school) in 17 of the administrative units through 18 schools, colleges and other community agencies; and in 27 units coordinators of diversified occupations have been employed to work with trade and industrial establishments in the community in giving on-the-job training to students who work part of the day and attend school the other part.

Practical nursing instructors, Mr. Thornburg states, are also provided under the Federal-State program, this year 14 in cooperation with ten hospitals and schools of practical nursing.

other cooperating agencies. The great advantage of this collection is the fact that it is a well-organized single exhibit of many varied and recent books from twenty-five publishers; it is covered by a complete catalogue; it makes its books in terms of any interest, immediately accessible, thereby saving busy teachers and librarians all kinds of valuable time. What could be better by way of improving instruction and teacher morale than having a live exhibit of new books centrally located for a week where teachers can browse to their hearts' content!

College Personnel Study Statewide Testing Program

A symposium on the possibilities of Statewide testing featured the thirty-fifth annual meeting of the North Carolina College Conference, which met in Winston-Salem, November 8 and 9, with Dr. Dennis H. Cooke, president of High Point College, presiding.

"The Place of Testing in a College Admission Program" was presented by Thelma Gwinn Thurstone of the University of North Carolina; and "The State College Testing Experience" was described by Kenneth Dale Raab, director of admissions at State College.

Allan Hurlburt, assistant State superintendent in charge of instruction, emphasized the advantages and disadvantages of "Statewide Testing"; he informed the participants of the conference that a State committee was currently investigating the feasibility of a Statewide program—preferably a program which would satisfy public school and college needs. Members of this committee are Superintendent Charles F. Carroll, chairman; Ruth Mears, supervisor, Columbus County; Superintendent D. M. Calhoun, Bladen County Schools, Elizabethtown; Dr. John H. Horne, principal, Grainger High School, Kinston; Ella McDearman, Raleigh; Kate Parks Kitchen, Rocky Mount Senior High School; Dr. A. M. Jordan, University of North Carolina; Superintendent F. D. Byrd, Jr., Cumberland County Schools; Dr. Roy Armstrong, University of North Carolina; and representatives at large: Dr. Thelma Gwinn Thurstone, University of North Carolina; James M. Dunlap, State Department of Public Instruction; and Dr. W. D. Perry, University of North Carolina.

Another feature of the annual meeting was an address by D. Hidden Ramsey, chairman of the State Board of Higher Education, whose topic was "The Higher Education Challenge in North Carolina". Dr. John D. Messick, president of East Carolina College, and regional coordinator for the American Social Hygiene Association, spoke briefly concerning "Teacher-Preparation Project for Personal and Family Living". William L. Brinkley, Jr., of Duke University discussed "High School-College Day Programs".

During the conference reports from standing and special committees were

N. C. White House Conference Report Reflects Feelings of Mr. Citizen

Although Mr. Citizen, John Doe, did not write the North Carolina White House Conference Report, recently distributed by State Superintendent of Public Instruction Charles F. Carroll, this report did "reflect the feelings of the general public". This is the conclusion reached by Sam McKeel, staff writer for the Charlotte Observer.

In order to learn at first hand whether this report was dominated by professional educators with Mr. Citizen quiescently adding his rubber stamp of approval, Mr. McKeel interviewed a number of citizens who attended these conferences. A few representative replies to questions asked by Mr. McKeel on this point are the following:

John Carl Troutman, a farmer from Troutman in Iredell County, stated that educators did bring up most of the suggestions contained in the State's report, but that the suggestions and opinions were those in which the public agreed and which were voted.

W. F. Dale of Chinquapin, Duplin County, said the conference resulted in more participation from the public than ever before because the public is better informed; but, he added, the public is not rubber-stamping—or automatically agreeing because they do not understand the educational gobbledegook—the views and opinions though they do come from educators.

Mrs. Helen R. Dildy of Gates County, a PTA president, said the reports were basically the feelings of the people at large.

In accordance with a request from the President, two laymen were invited to the State Conference for each professional educator.

made; and an annual report from Dr. James E. Hillman, secretary-treasurer was presented.

Officers elected for next year include Bonnie E. Cone, president, Charlotte College; and D. B. Bryan, vice-president, who is dean at Wake Forest College. Dr. Hillman will continue to serve as secretary-treasurer.

National Organ Cites N. C. Attendance Facts

Action of the State Legislative Council in urging adequate appropriations for the employment of State-supervised school attendance workers was cited in the November issue of *The American Child*, official organ of the National Child Labor Committee.

This paper's column "Around the States" says that "The Council points out that although North Carolina has had a compulsory school attendance law on the books since 1913, no funds have ever been appropriated to implement or enforce this law."

"At present," the article continues, "North Carolina has 70 school attendance workers, all of whom are employed locally. They are not required to meet uniform qualifications and, due to lack of funds, receive neither guidance nor supervision on the State level."

"Progressives" Die

The final "death-dealing" meeting of the Progressive Education Association was held June 25, 1955, at the University of Illinois.

Founded in 1919, the PEA was a protest movement against traditional education. It was based in large part upon the philosophy of John Dewey.

One reason for the Association's end, according to H. Gordon Hullfish, was that many of the practices it advocated have been adopted by the nation's schools. Another, the disrepute in which the term "progressive" was held in recent years. In many school systems, membership in the Association came to be regarded as professionally dangerous.

Informative Bulletin on Armed Forces Now Available to School Personnel

Your Life Plans and the Armed Forces, a 150-page printed bulletin designed to assist students, teachers, administrators, and parents, has recently been published by the American Council on Education, through the cooperation of fourteen national and regional associations and agencies.

This publication is an outgrowth of a request by the Department of Defense that the North Central Association of Colleges and Secondary Schools prepare a manuscript at the grass-roots level to help boys and girls formulate life plans and goals. As the project got underway it became apparent that its results might have national acceptance, since the need for such a manual was so widespread. Contents of the manual are divided into two major sections: "Your Opportunities and Responsibilities in Life," and "Educational Opportunities Available in the Armed Forces of the United States."

Part One includes the following subtitles: "Your Country," "Your Life Plans," "Vocational and Educational Opportunities in the Military Service," "Women in the Armed Forces," and "Military Obligations and Options." Part Two is composed of separate chapters on educational opportunities available through the United States Armed

Forces Institute; educational opportunities available to air force personnel; to army personnel; to coast guard personnel; to marine corps personnel; and to navy personnel. There is an appendix giving a summary of the reserve forces act of 1955; and the bulletin concludes with a bibliography of 59 items.

Agencies cooperating in the preparation of this manual include the six regional accrediting associations, the American Council on Education, the American Personnel and Guidance Association, Council of Chief State School Officers, Department of Defense, National Association of Secondary-School Principals, National Catholic Education Association, U. S. Office of Education, and the U. S. Armed Forces Institute.

Here is an authentic, well-prepared, and readable bulletin on a vital topic. Content and format suggest that it has unlimited value for students, teachers, administrators, and parents. Guidance personnel, social studies teachers, and librarians will also find this publication indispensable as they work with adolescents on problems of planning, choosing, and adjusting.

Copies may be ordered from the American Council on Education, 1785 Massachusetts Ave., N. W., Washington 6, D. C.

Article Suggests 5-Point Program For Providing Qualified Teachers

A 5-point program of action to provide enough qualified teachers for all schools is suggested in an article by Raymond C. Gibson, Chief for Teacher Education U. S. Office of Education, in the November issue of *Higher Education*, monthly publication of the Office's Division of Higher Education.

The proposals made by Mr. Gibson in this article are the following:

1. *Use more of those who prepare to teach.*

Nearly 30,000 of the 86,696 who graduated in 1955 eligible to teach did not. (In North Carolina 6.0 per cent of white and 31 per cent of Negroes who graduated in 1955 with training for teaching did not go into teaching.)

2. *Stop the exodus of experienced teachers.* It is estimated that 7.5 per cent of the total teachers employed will leave the profession this year for various reasons—marriage, family problems, low salaries, and other reasons. (In North Carolina more than 2,000 teachers left the profession last year, some for positions paying higher salaries.)

3. *Recruit from liberal arts graduates.* Many graduates of liberal arts colleges are now taking professional education courses in order to prepare for teaching. This is done during summer sessions. Many married women could take this preparation and teach during the regular term. (In North Carolina, many married women are now teaching, but no doubt there are many more with liberal arts college training who would return to college for professional training required if they knew that such training could be obtained by attendance at two or more 12-weeks' summer sessions.)

4. *Institutions offering bachelor's degrees should aid in preparation of teachers.* Institutions should recruit from the best teachers, supervisors and administrators of the public schools a staff to teach the necessary education courses. (This would work in North Carolina.)

5. *Scholarship loans by the States or by individuals and interested groups should be provided capable young people who would promise to teach in the public schools.* It has been found that many capable young people do not enter college because of financial problems. Several states use this method with success. (Although many of North Carolina's institutions provide

Counseling Time Provided in 161 High Schools

Time for counseling students is scheduled in 161 of the State's junior and senior public high schools this year, according to Ella Stephens Barrett, Supervisor of Guidance Services, State Department of Public Instruction.

Ninety-five of the 174 administrative units have 232 persons who give some scheduled time to this work in one or more schools, Miss Barrett stated—48 county units and 47 city units. Ninety-three schools in the 100 county units have 114, and 68 schools in the 74 city units have 118, persons who give scheduled time to counseling. This does not include any counseling provided during class or otherwise given by regular teachers and principals, Miss Barrett stated.

Improving School Custodial Services Basis of Graduate Research at NCC

School custodial services and how to improve them is the theme of a graduate study at North Carolina College, an abstract of which has just been issued. The study was done by Burnelle James Hayes under the supervision of Dr. James C. Finney.

The philosophy that school custodial service is definitely a part of the total school program is substantiated by policies and practices in a number of states as well as by outstanding literature in the field. Many states are beginning to accept the responsibility of training custodians for the public school, with state departments taking the initiative in this area. The philosophy is spreading, however, that this responsibility should be shared jointly by state departments and local schools.

One of the purposes of a custodian training program is to help the custodians of the State to improve their skill and technical knowledge and to keep

scholarships and other financial aid, there are very few such aids for those preparing to teach. The State itself does not provide assistance of this kind.)

2300 High School Students Enrolled in FTA Clubs

More than 2300 North Carolina high school students are now members of various clubs of the Future Teachers of America, according to officials of the North Carolina Education Association, with which these clubs are affiliated. These members belong to 105 organized clubs throughout the State.

By the end of last year there were 137 clubs in North Carolina with a total membership of more than three thousand high school students.

Such organizations throughout the State, when well-organized and under proper supervision, can do much to increase respect, understanding, and interest in the teaching profession. It is hoped that each of these high school clubs has an imaginative, enthusiastic teacher-sponsor; that each club has the active support of the administration; and that each club has the sincere backing of the entire community.

them abreast of new developments so that they can carry out their many duties and responsibilities. School house-keeping becomes of even greater importance to teachers when its value in education is realized. It has been pointed out that school living conditions set standards for many things that children do.

As a result of his study in Franklin County, Mr. Hayes recommends that custodians with better educational backgrounds should have financial inducements which would encourage their entering and continuing in the field; that year-round work and contracts should be provided along with other provisions to assure tenure; and that a county-wide in-service training program should be provided.

Many details relative to content and procedures are suggested in connection with the in-service training program for custodians. The abstract stresses the fact that emphasis at all times should be placed on developing desirable professional attitudes, even as custodians learn more about heating and ventilation; cleaning; maintenance and repair; care of school grounds; health, safety and sanitation.

The Attorney General Rules . . .

Authority of Board of Education to Make Regulations as to Leave of Absence of Pregnant Teachers

In reply to inquiry: In your telephone conversation on yesterday you requested the views of this office as to whether the County Board of Education has the authority to make and enforce a regulation requiring married teachers who become pregnant during the school year to take leave of absence, beginning with the fifth month of pregnancy and continuing until the child is a month old; and whether such a regulation might be so worded as to treat the absence of the teacher as sick leave so that she could draw her salary exclusive of the amount paid to a substitute teacher.

Section 2 of Chapter 664, Session Laws of 1955, provides that it shall be the duty of all county and city boards of education to cause written contracts on forms to be furnished by the State Superintendent of Public Instruction to be executed by the teachers. I am advised by Mr. J. E. Miller, Assistant Superintendent of Public Instruction, that there is a blank space in the printed form contract in which may be written any special regulations of a particular board of education.

Section 28, Article 5, Chapter 1372, Session Laws of 1955 (The New School Law) gives county and city boards of education full power to make all just and needful rules and regulations governing the conduct of teachers, principals and supervisors. That section further gives the board full authority to take appropriate action against the teachers for not observing the rules and regulations of the board. Section 14, Article 6, of the New School Law gives to superintendents the authority to suspend any teacher who may be incompetent to give instruction in accordance with the directions of the Superintendent. This section gives to the suspended teacher the right of appeal first to the board of education, and then, if not satisfied, to the courts. Section 3, Article 17 of the New School Law gives to boards of education the authority to dismiss a teacher for failure to comply with the provisions of the contract.

From the foregoing it would seem that county and city boards of education do have authority to make reasonable rules and regulations as to the operation of the schools and efficiency of the teachers. It seems to me that such a regulation as you propose is reasonable. Of course your teachers would not be bound by such regulation unless notified of its contents.

As to whether a leave in conformity with such a regulation as is suggested above could be considered sick leave and the teacher draw her salary less the salary of a substitute teacher, I have considerable doubt. Subsection 13, Section 2, Article 2, of the New School Law authorizes the State Board of Education to make provision for sick leave with pay for any teacher or principal not to exceed five days per school term. The State Board has adopted regulations as to sick leave. I understand that local boards have customarily adopted additional provisions as to sick leave with additional payments of salaries being made from local funds; but it seems to me that an absence which might be as long as six months due to pregnancy is not such a leave as could be considered "sick leave" within the contemplation of the school law. Instead, it is the view of this office that such a leave would be considered a leave of absence and not simply sick leave. As a practical matter I very much doubt that it would be possible to secure a competent substitute teacher for the \$6.00 per day salary of substitute teachers, for any extended period.—Attorney General, October 20, 1955.

Use of School Buses for Transportation of Pupils to Performances by the North Carolina Symphony

In reply to inquiry: In your letter of October 3rd you write:

"For many years a State Board of Education regulation has permitted school buses to be used for the transportation of pupils to performances by the North Carolina Symphony. As you know, the Symphony is supported in part by a State appropriation. Question has arisen as to whether under pro-

visions of the 1955 Public School Law buses may continue to be used to transport pupils to the concerts. I would appreciate your opinion."

I am also in receipt of copy of Dr. _____'s letter to you under date of September 27th.

There is no specific provision in the 1955 School Law authorizing the use of school buses for the transportation of pupils to performances by the North Carolina Symphony. Section 4, Article 21 of the New School Law provides that "public school buses may be used for the following purposes only . . . :

"5. The county or city board of education, under rules and regulations to be adopted by such board, may permit the use and operation of school buses for the transportation of pupils and teachers on necessary field trips to and from demonstration projects carried on in connection with courses in agriculture, home economics and other vocational subjects: Provided, that under no circumstance shall the round trip mileage for any one trip exceed 25 miles nor on any such trip shall a county or city owned bus be taken out of the State of North Carolina. School buses will not be used in lieu of activity buses already owned by an administrative unit."

While our Supreme Court has never construed the language of the foregoing subsection, it is thought that a county or city board of education would be justified in adopting a regulation permitting the use of school buses for the purpose indicated upon the ground that the North Carolina Symphony is a demonstration project carried on in connection with courses in public school music. This view is strengthened by the fact that the language quoted above from the New School Law is substantially the language of a part of the section formerly codified as G. S. 115-374. It must have been under the provisions of that section that the State Board of Education adopted several years ago its regulation permitting the use of school buses for the transportation of pupils in the public schools to and from performances by the North Carolina Symphony.—Attorney General, October 3, 1955.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, December, 1950)

Catherine T. Dennis, State Supervisor of Home Economics Education, was recently elected Vice-president of the American Home Economics Association for a period of three years—1950-1953.

Taylor Dodson joined the staff of the Department of Public Instruction as Adviser in Physical Education, Division of Instructional Service, in July.

Superintendent W. M. Jenkins of the Durham County schools won honorable mention in Science Research Associates' Guidance Practices Work Contest.

H. Claude Sisk, Superintendent of Lenoir City Schools for the past five years, died on November 7 in Lenoir.

10 Years Ago

(N. C. Public School Bulletin, December, 1945)

T. Carl Brown, after three years of absence in the military service, has returned to his former position as State Supervisor of Distributive Education for the State Department of Public Instruction.

Alger B. Wilkins, former superintendent of the Cumberland County schools, died, following a week's illness, at a local hospital in Fayetteville on November 14.

J. Warren Smith, formerly Director of the Program of Vocational Training for War Production Workers for the State Department of Public Instruction, has been appointed Assistant Director of the Division of Vocational Education, it was announced recently by State Superintendent Clyde A. Erwin.

15 Years Ago

(N. C. Public School Bulletin, December, 1940)

N. C. College Conference. The following were elected as officers and executive committee for 1940-41:

Frank P. Graham, University of North Carolina, President

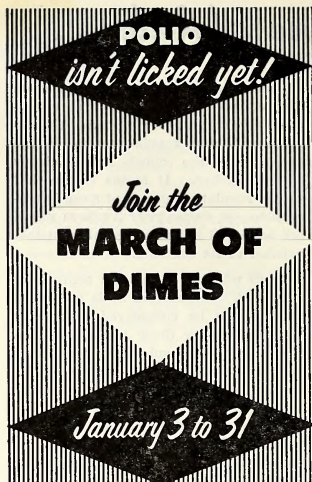
Leslie Campbell, Campbell College, Vice President

James E. Hillman, State Department of Education, Secretary-Treasurer

H. G. Bedinger, Flora Macdonald College

Grace Lawrence, Salem College

C. E. Buckner, Brevard College



Mitchell County Principals Study Guidance

Under the direction of Superintendent Jason B. Deyton, the principals of Mitchell County are this year studying guidance.

According to *Guidance Briefs*, issued by the Guidance Services section of the Division of Vocational Education, State Department of Public Instruction, these principals "are reading professional guidance books and will have monthly meetings to exchange information and ideas on principles, functions, and organization of guidance services." They are also working with the teachers in their respective schools to develop a better understanding of guidance functions and procedures.

"What we hope to accomplish", says Mr. Deyton, "is a working concept of guidance—what it is, what it embraces, how it affects the curriculum and classroom practice, what services should and can be provided in our schools, and how the services should be organized. Our hope is to work out a program that will be functional this year, but even more so in succeeding years."

MAKING TODAY'S NEWS

Raleigh. Jesse Sanderson, superintendent of Raleigh's public schools, told the Fred Olds P.T.A. last night that the approximate cost of a year's education for a public school student in Raleigh is \$180.—**RALEIGH TIMES**, October 21.

Bladen. Plans to conduct a Voice of Democracy contest in the Elizabethtown School were announced today by Dr. Norfleet Midyette, president of the Elizabethtown Junior Chamber of Commerce.—**ELIZABETHTOWN JOURNAL**, October 20.

Madison. Sunday afternoon, Oct. 30 at 4 o'clock, Dr. S. E. Duncan of the State Department of Public Instruction, will deliver the principal message at a dedication service for the Charles Drew School plant, Madison's Negro school.—**MADISON MESSENGER**, October 27th.

Lincolnton. The Lincolnton Grammar School Parent-Teachers' Association recently completed a visual survey test of the 400 students enrolled.—**LINCOLNTON TIMES**, October 27.

Johnston. Johnston County's public schools need \$2,948,000 to provide capital facilities during the next five years, and \$1,641,000 of that sum represents present needs.—**SMITHFIELD HERALD**, October 18.

Fremont. A five-member committee has been set up for the study of integration of the races in Fremont schools.—**RALEIGH NEWS & OBSERVER**, September 16.

Asheboro. Dr. Charles F. Carroll, Jr., Superintendent of Public Instruction for North Carolina, will be principal speaker at an open meeting of the Asheboro Woman's Club to be held at the Asheboro Country Club on Wednesday, November 9.—**ASHEBORO GUIDE**, November 2.

Reidsville. The Reidsville City School Board will consider an integration petition of the National Association for the Advancement of Colored People at a meeting next Monday.—**ROCKY MOUNT TELEGRAM**, November 11.

Greensboro. Judge Johnson J. Hayes today dismissed from Federal Court a suit brought by two Davidson County sisters against Albemarle school authorities in which the sisters sought to avoid condemnation of their land for erection of a white segregated school.—**GREENSBORO RECORD**, September 4.

25
20/5
NORTH
CAROLINA

PUBLIC

BULLETIN

January, 1956

RALEIGH, NORTH CAROLINA

Vol. XX, No. 5

REPORTS ON SIX DISCUSSION TOPICS RELEASED BY WHITE HOUSE CONFERENCE ON EDUCATION

What Should Our Schools Accomplish?

Groups discussing this topic said that the schools should continue to develop:

1. The fundamental skills of communication—reading, writing, spelling, as well as other elements of effective oral and written expression; the arithmetical and mathematical skills, including problem solving. While schools are doing the best job in their history in teaching these skills, continuous improvement is desirable and necessary.

2. Appreciation for our democratic heritage.

3. Civic rights and responsibilities and knowledge of American institutions.

4. Respect and appreciation for human values and for the beliefs of others.

5. Ability to think and evaluate constructively and creatively.

6. Effective work habits and self-discipline.

7. Social competency as a contributing member of his family and community.

8. Ethical behavior based on a sense of moral and spiritual values.

9. Intellectual curiosity and eagerness for long-life learning.

10. Esthetic appreciation and self-expression in the arts.

11. Physical and mental health.

12. Wise use of time, including constructive leisure pursuits.

13. Understanding of the physical world and man's relation to it as represented through basic knowledge of the sciences.

14. An awareness of our relationships with the world community.

To achieve these things for every child, the report stated, the schools must have an effective program of guidance and counselling in preparation for the world of work; and as new challenges in education, considera-

tion must be given to the need for continuing growth and development in education, at all levels in amount and scope, to keep up with the economic, social, and moral implications resulting from the advances in technology and science.

In What Ways Can We Organize Our School System More Efficiently And Economically?

The participants in the discussions on this topic felt that to accomplish adequately the goals of education a school district should:

1. Include a well-defined community or interrelated communities.

2. Have resources and pupils sufficient to offer efficiently and economically a comprehensive educational program of elementary and secondary education.

3. Be able to maintain a competent, well-balanced staff of teachers.

4. Be able to marshal sufficient wealth to finance a school program.

5. Be small enough so as not to lose the advantages of community contact and local control, nor the response to public will. Avoid overstandardization.

The complete public school system of the community, it was stated, should be under the jurisdiction of one administrative unit. Furthermore, the members of this discussion group said:

- Upon the citizen rests the primary responsibility for good schools.

- It is the responsibility of the board of education to establish policy and carry out the duties and obligations imposed by law.

- The primary responsibility of the professional educator is the educational development of the child.

All three of these groups, it was stated, must work together in a climate of mutual trust and confidence with adequate communication among all groups.

On local, State and Federal relationships, it was reported that the State should provide the local districts with services: (1) establishment of minimum standards, (2) advisory and consultative services, (3) research and statistical studies, (4) liaison agency in relations with Federal Government, (5) certification of professional staff, and (6) dynamic leadership.

The U. S. Office of Education, the report stated, should be adequately staffed to perform the functions it is now performing in making reports on the progress of education throughout the Nation, in carrying on essential research activities, and for providing promptly needed statistical information.

What Are Our School Building Needs?

Building needs were defined with the time limitation of the next five years. The general consensus, according to the report, was: "No state represented has a demonstrated financial incapacity to build the schools it will need during the next five years. But, with the exception of a few states, none of the states presently has plans which indicate a political determination powerful enough to overcome all of the obstacles."

The report listed a number of obstacles in the way of meeting building needs with suggested solutions to these obstacles. The report also gave a list of basic and desirable facilities for a satisfactory school system, commenting that buildings can be more effectively used for school and community purposes.

On the question regarding State and Federal control, the following recommendations were made:

(See White House, page 4)

Superintendent Carroll Says . . .

Many people contribute to the education of a new teacher. The belief prevails generally that this education is accomplished entirely through the resources and facilities of the colleges and universities engaged in teacher-training. To be sure, the excellent services and accomplishments of these institutions merit commendation. A notable fact, however, and one seldom called to attention, is that the responsibility for teacher-education is being shared in scores of public schools, some far removed from the college campuses, by hundreds of principals, supervisors, and especially classroom teachers who supervise the practice-teaching activities which are a part of every new teacher's preparation.

The benefits of shared responsibilities in pre-service training of teachers are not limited to the sphere of the teacher-candidates directly involved, though that in itself is of great importance. The public schools and the institutions reap benefits of equal significance. Local schools need a direct line of communication with the colleges in order to have access to their resources and leadership; and, the presence of youthful teachers-in-training serves as a stimulus to the total school staff to keep abreast of current educational thought and practice. Similarly, teaching personnel in the institutions benefit appreciably from close contacts with the environments and circumstances surrounding the scenes where actual teaching occurs in communities throughout the State.

An expression of tribute and genuine appreciation is due the many teachers in the public schools who guide the experiences of the student-teachers sent from the colleges. Unquestionably this service entails additional expenditures of time and effort. These teachers, in assuming this vital responsibility, identify themselves as individuals abundantly deserving of the title teacher in its finest sense. By their services they are implementing a conviction shared by thinking people everywhere that the public school is worthy of perpetuation and capable of ever increasing progress. No greater honor can come to a public school teacher than that which is implied in the request to take a student-teacher; the request signifies that the classroom teacher is being entrusted with the crucial function of shaping, at the most formative period, the professional life of a potential teacher—a teacher who may ultimately affect the lives of thousands of boys and girls.

The State's need for teachers, both quantitatively and qualitatively, is a matter of grave concern to all who value the public schools and share the hopes and aspirations of children and youth. Local communities, individual schools, and school personnel at every level can perform a valuable service to themselves and to the cause of education generally by seeking out the superlative teachers and encouraging them to share the abundance of their knowledge and understanding with the student-teachers asking to be admitted to the teaching profession.

As commendation goes out to supervising teachers in North Carolina for their invaluable contribution to teacher-education, it is accompanied by the hope—may their tribe increase!

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

January, 1956

CHARLES F. CARROLL
State Supt. of Public Instruction

Vol. XX, No. 5



EDITORIAL BOARD

L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Features

	Page
Reports on Six Discussion Topics Released by White House Conference on Education	1
Superintendent Carroll Says	2
How Can We Finance Our Schools—Build and Operate Them?	8-9
Ocracoke Principal Describes "Citizenship Laboratory" Practices	12
Board Adopts Formula for Distribution of Second \$25 Million in Building Funds	13
The Attorney General Rules	15

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Ye Editors Comment...

Heritage of Freedom

Although the Constitution of 1776 provided that schools for the convenient instruction of youth should be established, no Governor mentioned education as a State need until 1802 when Governor Williams in his message to the Legislature recommended "that you take into consideration . . . the still greater importance of providing . . . for a general diffusion of learning and when terms were short, teachers were untrained, and science throughout the State."

It was 37 years later before the law was passed to give the people a chance to vote for "schools" or "no schools." It was 13 years after this before provision was made for a State Superintendent. The public school system was built up during this period and collapsed during the War Between the States. Following this upheaval the State went through another 35 years until the dawn of a new day in public education appeared in 1900. During this twentieth century the State has made remarkable progress in its provision for educational opportunities for all of the children.

It has taken us about 200 years to reach our present achievement. All of our accomplishments in this field have not been easy. There was a long period of agitation, followed by efforts to find the financial means of support. There was a period of civil war, followed by a long period of reconstruction and continued efforts to support a satisfactory program. There were periods where terms were short, teachers were untrained, and facilities were poor and scarce. There were also times when, in some communities at least, "good schools" were established and operated.

Our present system of public schools, though not yet adequate to meet every expressed need, is a far cry from the schools of the early 1900's. There are many fine school buildings located throughout the State; there are many good teachers employed in our schools; and instruction is provided in many schools which compares favorably with that of the best in the country.

Our aim and purpose is to continue to improve the public schools—to provide better buildings in those areas which do not have adequate facilities, to improve the instructional offerings, and in every way possible to make our public school system second to none. The people of the State, we think, look upon education as being almost as necessary as food and clothing. Public education, we believe, is fundamental to our democratic way of life. All facets of the life of the State are undergirded by our public schools—our institutions, our businesses, our economy, our very happiness and survival. In this time of another stress, every citizen should realize the absolute indispensability of the public schools. We must not destroy this heritage of freedom.

Determination

"The costs of education have risen because of the increased expenses for labor and materials, inflationary pressures, growing population, and the improvement of school progress.

"The problem of financing our schools, however, is not lack of capacity to support education adequately. The problem is national **determination** (bold face ours) to apply enough of our available resources to the job.

"The people of America need urgently to re-examine the allocation of tax funds at all levels of government. The destiny of our children and our free society demands that we use more of our wealth for education."

These three paragraphs are taken from the Report of the White House Conference, held November 28—December 1, 1955, in Washington. We reproduce them here as our editorial "Determination," because that appears to be the key word in this part of the Report on "How Can We Finance Our Schools—Build and Operate Them." Of course, the Report did say "that state aid should be increased to provide, after a fair local levy, a basic program on an equalized basis." The Report also stated that "The participants approved . . . the proposition that the Federal Government should increase its financial participation in public education . . . for school building construction . . . on the basis of demonstrated needs", without "any Federal control over educational use of funds in local school districts," and that "the problem of financing our schools . . . is national determination."

Misleading Chart

A chart appeared in the North Carolina White House Conference Report which although statistically accurate was misleading. This chart appeared on page 33 of the brochure "North Carolina Education—Twentieth Century."

The chart was based on the figures released from the U. S. Office of Education and therefore were official. The chart is entitled through error, however, "Average Salaries of Teachers." The title should have been "Average Salaries of Members of Instructional Staff," since the basic figures were average salaries of teachers, principals and supervisors. This fact would not have changed the ranks of the states as shown.

Upon studying the figure for North Carolina more carefully since the booklet appeared in print, it was found that this State's average salary included a salary adjustment earned in 1950-51 but received in 1951-52. This average salary adjustment was \$275, which amount subtracted from the average \$3,282 as used as the basis in the chart leaves an average of \$3,007. North Carolina's rank, therefore, if this adjustment is not counted, would be 31 instead of 23 as the chart shows.

White House

(Continued from page 1)

1. States should establish minimum building standards for health and safety *in terms of goals to be achieved rather than the means of attaining them*. Wherever states contribute building funds, its educational agency should give prior approval to plans and specifications to insure compliance with these standards.

2. States should pursue research, and provide leadership through consulting services, for school districts on building construction, with special emphasis on new buildings and techniques.

3. The Federal Government should have no control whatsoever over school building plans and specifications.

4. Some thought, however, that the U. S. Office of Education should engage in research in all areas of school building materials and construction and make results available to schools.

5. Some thought that wherever the Federal Government allocates money to impacted areas, any regulation should be exercised through existing state agencies, if such exists in the state.

How Can We Get Enough Good Teachers—And Keep Them?

A "good" teacher, the Conference defined as "one who has an active interest in children and youth; has a broad educational background; is professionally qualified and competent; possesses good physical and mental health; has a good moral character; manifests a desire for self-improvement; can work constructively with other professional workers, parents, and the community; and is proud of teaching as a profession."

"Enough" good teachers, according to the report, implies enough teachers in the classrooms to develop each child to his full potential, taking into account the educational service to be rendered in that particular classroom.

To increase the supply of good teachers from any source, the report stated, three basic considerations must be kept in mind:

1. The prestige and status of teaching must be comparable to other professions within the community.

2. The salary structure must be high enough and flexible enough to compete effectively with other fields bidding for quality manpower.

3. The teacher's job must be so defined as to challenge and attract the interest of talented people.

Avenues for increasing the supply of good teachers were listed as follows:

1. Recruitment of high school youth.

2. Improving programs of teacher preparation.

3. Recruitment of qualified former teachers.

4. Carefully selected college graduates who would take professional training specifically geared to their needs.

5. Development of various benefit plans.

6. Other recommendations included:

- Study of certification standards.
- Relieve teachers of non-professional duties.
- Provisions for good age grouping, good buildings and good school environment.
- Provision for and more effective use of good equipment, library service, and teaching materials.

If teachers are to be retained, the report stated, then every school system is obligated to provide personnel services which have been recognized as necessary for an individual to achieve job satisfaction.

1. Selection of teachers capable of providing educational leadership to children, parents, and the community.

2. Good personnel relationships.

3. More attractive living and working conditions.

4. A continuous orientation program that will enable the teacher to become a functional member of the community and the teaching staff.

5. A program of communications adequate to keep the teacher informed and able to participate in the operation of the school.

6. A cooperative evaluation program to assist each teacher to identify teachers' strengths and weaknesses.

7. A salary schedule that will enable the classroom teacher to secure rewards commensurate with those of other professions.

8. An in-service training program that will enable teachers to develop to the maximum of their potential.

9. The strengthening of policies related to tenure, retirement, group insurance, sabbatical and emergency leaves, released time for professional meetings and courses.

10. The encouragement of parental emphasis on good conduct on the part of their children.

11. The adequate personal and professional guidance to be provided for the beginning teachers.

12. The providing of service awards in recognition of outstanding teaching accomplishment.

13. The further studies or research on merit increases for teachers.

How Can We Finance Our Schools—Build and Operate Them?

On this topic, "There was consensus that State aid should be increased to provide, after a fair local levy, a basic program on an equalized basis . . . There was general agreement that initiative to exceed the basic program should be encouraged."

"The participants approved by a ratio of more than two to one the proposition that the Federal Government should increase its financial participation in public education. Of those favoring such increase, the overwhelming majority approved an increase in Federal funds for school building construction. On the issue of Federal funds to the states for local school operation, the participants divided almost evenly. A very small minority was opposed to Federal aid for education in any form.

"A majority agreed that all states and territories and the District of Columbia should be eligible for Federal funds but that they should be granted only on the basis of demonstrated needs.

"The delegates almost unanimously opposed any Federal control over educational use of funds in local school districts.

"While the participants recognized the right of parents to educate their children in non-public schools in accordance with American tradition, a large majority of the participants did not favor the use of tax funds for support of non-public educational institutions."

Finally, this report pointed out that "The problem of financing our schools, however, is not lack of capacity to support education adequately. The problem is national determination to apply enough of our available resources to the job."

How Can We Obtain a Continuing Public Interest in Education?

A continuing public interest in education is necessary, the Conference reported, because "Education, as an American heritage, is a public enterprise and responsibility, basic to democracy, and as such requires for its wholesome growth the active concern, support and participation of the public."

"In the final analysis, a fine quality educational program through the radiance and enthusiasm of its teachers and pupils is its own best ambassador." However, the report points out activities at community, State and Federal levels, which help create public interest in education. Some of these are the following:

(Continued on page 5)

White House

(Continued from page 4)

Community level: Organizations such as parent-teacher associations; educational association; observance of special days and weeks; television, radio and newspapers; study groups; local conferences; lay advisory committees; counsel groups; safety patrols; scheduled parent and teacher conferences; school newspapers; community use of school buildings; extra curricular activities; illustrated annual reports by school boards; class reunions; student participation in community activities; and teacher participation in community affairs.

State level: In addition to some of those mentioned for community level, the following were named: (1) Research and dissemination of information on educational matters by agencies and organizations broadly representative of all facets of society; (2) activities such as Boy's and Girl's State designated to familiarize pupils with governmental activities; (3) organized programs of state-wide associations of teachers, school boards and PTA; (4) State Citizen Committees; (5) State fairs exhibiting work of students; (6) State-wide Teachers Recognition Days; (7) Legislation Commissions, including both laymen and legislators; (8) Educational programs of Civil Services, business, labor, agriculture, and other organizations; and (9) State White House Conferences.

Finally, the report on this topic recommended the following as aids in encouraging continuing interest in education at local, State and National levels:

1. A continuation of the White House Conference on Education to be held periodically at National, State, and local levels.

2. The setting aside and more effective use of additional channels for educational television.

3. School board meetings in all communities should be open to the public and citizens encouraged to attend them.

4. All citizens should be encouraged to participate more in school campaigns and to go to the polls at school elections.

5. There should be greater emphasis on instruction of students in the organization, financing and purposes of public and non-public schools.

6. Initiation by boards of education of programs that relate to education matters.

7. Encourage cooperative relationship between the school and public libraries.

8. Encourage local and National publications to publicize the names and accomplishments of outstanding stu-

Assignments for the People

—everyone has a job

The White House Conference left a rich legacy of advice and assignments to the people of the United States if the public schools are to be improved.

There is a job for everyone—teacher, principal, municipal official, citizen. Here, selected at random, are some of the assignments which the delegates made to people in and out of the profession.

To the citizen

Understand the school system: It is the obligation of the citizen to understand the essential character of the school within our society.

Select board members wisely: Board members should be selected because of their ability and not because they represent special interest groups; they should be non-partisan.

Serve on committees: The citizen has the responsibility to serve on citizens' committees working positively in behalf of the schools.

To the teacher

Search for truth: All children should be free to seek truth wherever it can be found.

Stimulate talent: The useful talents of all children, retarded, average and gifted, should be stimulated and developed.

Guide the pupil: The schools must guide and counsel with every child in preparation for the world of work.

To the principal

Evaluate teaching: Set up a plan, in conjunction with the teachers, to assist each faculty member to evaluate his weaknesses and strengths.

Communicate: Check to see whether your communications are adequate to keep the teacher informed and able to participate in the operation of the school.

Work with parents: Encourage parents to emphasize the importance of good conduct on the part of their children.

To the superintendent

Study teaching load: Initiate studies of non-teaching duties and ways to free the teacher to exercise her primary responsibility for instruction.

Work with social agencies: There should be cooperation between public

dents in the community, State and Nation in the same manner they do outstanding athletes.

9. Public relations should be an organized and planned part of every school program,

and private authorities in efforts to provide school facilities for a given area.

Plan ahead: Sites for school buildings should be selected on a long-range planning basis.

To the board of education

Keep the school plant in use: Encourage the increased use of the school plant for community, recreational and adult education purposes. Study whether it is possible to keep school buildings open during the summer.

Become fiscally independent: Local school districts should be fiscally independent under State law.

Honor teachers: Provide service awards in recognition of outstanding teaching accomplishments.

To municipal (and taxing) authorities

Revise building codes: School building codes are frequently obsolete. They should be revised at intervals of not more than five years to make full use of newer building materials and methods.

Improve assessments: Get better trained people and use more scientific methods to assure fairness in assessment procedures and processes.

Ease borrowing limitations: There should be a reexamination of the legal restrictions on borrowing and taxing powers for school purposes leading toward the easing of such restrictions. —(Edpress News Letter).

Search for Homemaker of Tomorrow Begins

Announcement of the Second Annual Search of the Homemaker of Tomorrow from the high school graduates of 1956 has been made.

This competition, known as the Betty Crocker Search for the American Homemaker of Tomorrow, is a scholarship award program sponsored by General Mills. It has been approved by the National Association of Secondary School Principals.

The major awards in 1955-56 will include a \$5,000 scholarship to one national winner, a \$1,500 scholarship to each of 49 state and the District of Columbia representatives ranking first, and a \$500 scholarship to each state representative ranking second. The first ranking members from each state will also be given an educational trip to Washington, Mount Vernon, Williamsburg and Philadelphia, and the schools which they represent will receive sets of the latest edition of Encyclopedia Britannica.

The Six Big Topics

Here are thumb-nail sketches of the issues taken up by the Conference and the consensus reached by delegates (plus interpretive comments):

Objectives: Conference agreed on 14 points, ranging from Three R's to world understanding. It was the kind of list of objectives which might be drawn up by any school faculty or class of graduate students in education. There was no special emphasis on "fundamentals" and no recognition of the current furor over reading. The group did recognize a need for extra emphasis on subjects which will help keep up with "the economic, social and moral implications resulting from the advances of technology and science."

Every child must have guidance and counselling; the gifted must be stimulated; students must have a well balanced course in the social sciences.

School organization: Many communities do not have the proper type of school organization to provide education efficiently and economically. The local community must have a single administrative unit for its entire school system. The state must improve its machinery to offer to local boards of education research, consultation, standards, and leadership. The U. S. Office of Education should be adequately staffed to carry on research and provide statistics.

School buildings: Only two or three states "have been quoted as stating" they can meet their school building needs for the next five years. Obsolete school building codes, limitations on bonding capacity, lack of long-range planning are only three of some 17 obstacles in the way of school construction. One way to overcome the obstacles is to tell the people dramatically and graphically what needs to be done to get more classrooms.

Teachers: Higher prestige, better salaries, and freedom from non-instructional chores will help in recruiting and retaining good teachers. Use of teacher aides (one popular suggestion to meet the teacher shortage) requires more study before it can be recommended. To increase supply of future teachers, form Future Teacher Clubs and intensify the guidance activity so as to encourage more youth to enter teacher-training institutions. Scholarships for teacher candidates will help, too.

Finance: The local community can increase its resources for education by setting up an efficient and economical school administrative unit; by keeping all tax property on tax rolls; and by continuously appraising property values. The state can help easing all constitutional restrictions on bonding and taxing powers. The Federal Government can help by "increasing its financial participation in public education." The overwhelming majority approved federal funds for school building construction. The delegates were evenly divided on the issue of federal funds for school operation.

Public interest: The Conference summed up its ideas in a list of some 12 public relations techniques and devices already in practice among school people. But the Conference reemphasized the importance of citizens advisory committees. Other suggestions: make wide use of radio, television, the press; set up state fairs of student work and of their activities; organize state-wide teacher recognition days. "Public relations should be an organized and planned part of every school program . . . In the final analysis, a fine-quality educational program through the radiance and enthusiasm of its teachers and pupils is its own best ambassador."—Edpress News Letter.

Material on Aviation

The National Aviation Education Council, 1025 Connecticut Ave., Washington 6, D. C., publishes a series of booklets designed to help teachers in elementary and secondary schools to secure useful material in this field. Titles are: Jets, Helicopters, Day in the Life of a Jet Pilot, Aviation Activities, Look to the Sky, Aircraft Number 116, Tilly the Tiger, The Farmer's Wings. The council will be glad to furnish information about quantity prices and grade placement of the booklets on request.

Warren Announces National Art Contest

The Division of Vocational Rehabilitation, State Department of Public Instruction, is cooperating in a National Art Contest for the Handicapped for which the first prize is \$1,000 and for which total awards of \$3,050 will be given in the form of 22 separate prizes, according to a recent announcement by Charles H. Warren, Director.

Announcements which contain full information, as well as application forms, are available on request, Mr. Warren said, in each of the district offices. These are located in Asheville, Charlotte, Salisbury, Winston-Salem, Greensboro, Durham, Raleigh, Greenville, and Wilmington. Entries will be accepted prior to May 1, 1956.

Amateur handicapped artists are eligible. For purposes of the contest, a handicapped person is defined as one whose ability to function in normal day-to-day activities is substantially impaired by disease, congenital condition, or injury. In order to qualify as an amateur, an applicant must not earn the major portion of his or her income as an artist.

All work must be submitted in either oil, water, gouache, or tempera on canvas or paper. Entries must be mailed at the expense of the contestant to the National Art Contest for the Handicapped, c/o Morris Morgenstern Foundation, 119 West 57th Street, New York, N. Y. Applicants should obtain announcement-applicants and read them fully.

The contest is sponsored by the Federal Office of Vocational Rehabilitation of the U. S. Department of Health, Education, and Welfare, the President's Committee on Employment of the Physically Handicapped, and the Veterans Administration, along with the Morris Morgenstern Foundation, a philanthropic organization.

Extension of School Term Advocated by Dr. Carroll

A school term of 180 days net per year, with six hour sessions per day, is advocated by Dr. Charles F. Carroll, State Superintendent of Public Instruction.

Dr. Carroll recommends that from five to ten days be added either at the beginning or the ending of the school term. This would facilitate, he says, the registration of students, distribution of books, planning of special programs, and "the many things for which teachers have to stop classroom instruction."

"This extended term would involve additional payment for teachers," Dr. Carroll said, "and in some places would require additional buses in order to transport pupils more efficiently."

Educators Like Report on White House Conferences

"I personally feel that this is one of the finest pieces of work that I have ever seen and that you are to be congratulated on the make-up of this publication."

This is one of the many statements of commendation with reference to the 64-page brochure giving the reports on the White House Conferences which were held throughout the State last fall. Other statements were the following:

"It is a very fine piece of work. It can mean a great deal to North Carolina as it is utilized throughout the State."

"This publication is one of the most attractive and valuable bulletins to be issued by the State Department of Public Instruction in many years."

"I think it is a good report and I hope that we can make some very good use of it."

"I think this is an excellent publication."

"I would like to say that I have studied this report carefully and would like to congratulate you upon its splendid contents."

"It is a superb document and a valuable one to everybody interested in education."

Many oral statements of praise were also made concerning this booklet entitled: "North Carolina Education, Twentieth Century." Copies are still available from the State Department of Public Instruction and may be secured by request to L. H. Jobe, Director, Division of Publications.

Driver Education Courses for Teachers To Be Held in Ten Areas of State

Driver education courses for teachers will be held in ten areas of the State throughout the winter and spring by the State Department of Public Instruction, according to John C. Noe, Adviser in Safety Education.

These courses, Mr. Noe stated, will begin January 23 and continue until May 11. They are tentatively scheduled to be held in Roanoke Rapids, Elizabeth City, Jacksonville, Goldsboro, Lumberton, Siler City, Concord, Winston-Salem, Marion, and Sylva. According to this schedule, courses will be held at places within seventy miles of every teacher in North Carolina.

"Since there is a reduction in auto insurance costs for students who satisfactorily complete a driver education course, many schools have become interested in offering driver education for their students," Mr. Noe further stated. "To qualify for insurance savings, the course must consist of at least thirty hours classroom instruction and six hours individual instruction and practice in the car. Assistance offered schools through motor companies and other official and service organizations has also increased interest in driver education."

"In view of the above facts, the primary purpose of the driver education courses scheduled for the winter and spring will be certification of teachers who are planning to teach driver education during the 1956-57 school year. Teachers who have taken emergency training will be expected to attend these courses, and superintendents are being requested to ask two or more teachers from each school to take the driver education course in order to fill the vacancies which may occur because of teachers changing positions and being advanced."

"Courses will consist of five classroom meetings, each of which will be held from four o'clock in the afternoon until nine in the evening with one hour for dinner. Classes will be scheduled with two weeks or more between meetings. These will be scheduled so that there will be as few conflicts with other school activities as possible."

"In addition to the five classroom meetings, participating teachers will be expected to attend two behind-the-wheel sessions of eight hours each. These two sessions, one of which is to be held on a Saturday very near the beginning of the course and a second which will be held near the end of the course, will be

scheduled for Saturdays between eight in the morning and five in the afternoon."

For additional information concerning these driver education courses, superintendents and principals may refer to the schedule which they will receive in the very near future. Anyone interested in attending these courses may complete and return the application blank attached to the schedule, or get in touch with Mr. Noe.

Proportion of Drop-outs Less Than 5 Years Ago

Proportion of school "drop-outs" from North Carolina public schools was less in 1953-54 than in 1948-49, according to a study recently completed by H. C. West, Statistician for the State Department of Public Instruction.

The percentage of drop-outs, the study shows, decreased from 5 to 4.4 per cent during this five-year period. A drop-out is a student who enrolled in the public schools, but who had left before the school closed. In educational terms, the calculation is made by subtracting the "membership last day of school" from the "enrollment, c o d e a + c."

Actual number of drop-outs for the State as a whole was approximately identical (only 182 difference) during the two years considered; but due to an increased enrollment with nearly the same increase in membership, the ratio of membership to enrollment decreased. In 1948-49, there were 864,154 pupils enrolled. By 1953-54 there were 968,066, or 103,912 more than in 1948-49. Membership in 1948-49 was 821,262. This figure had increased to 924,992, an increase of 103,730 over the 1948-49 figure.

Breaking these total figures down into elementary and high school parts, Mr. West found that the percentage of drop-outs in the former decreased from 4.1 to 3.4; whereas in high schools, where the proportion is higher, the decrease was from 8.6 per cent to 8.2 per cent. Similar breakdowns were made for county and city units, and for white and Negro schools. All showed the same relative decreases, with the elementary schools in each instance showing a slightly greater decrease in drop-outs than the high schools, the city units slightly greater than county units, and Negro students slightly greater than white students.

HOW CAN WE FINANCE OUR SCHOOLS —BUILD AND OPERATE THEM?

Editor's Note.—This was one of the questions discussed at the recent and the State on present and the location held last fall. Results of this and other discussions were included in the brochure "North Carolina Education—Twentieth Century," which has been distributed widely throughout the State. In order to obtain still wider distribution of the findings concerning this particular topic, parts of the brochure are reprinted in this publication.

The findings were presented under three questions:

1. How are our schools financed at present?
2. Are funds now available for schools sufficient to provide the education that children need?
3. Where should we get additional funds for increased school costs?

A number of charts were presented in order to show the findings graphically.

The first question was answered for 1953-54 as to the source of all funds received for the support of the public schools—current operating expenses, building and other capital outlay, and principal and interest on bonds and notes—as follows:

Source	Amount	%
Federal	\$ 5,737,000	3%
State	119,850,000	59%
Local	77,114,000	38%
	\$202,701,000	100%

Chart I shows graphically the growth in current operating expenses according to source of funds.

Federal funds were allotted to the State for vocational education, lunch rooms, and for schools in defense-impaired areas.

CHART III

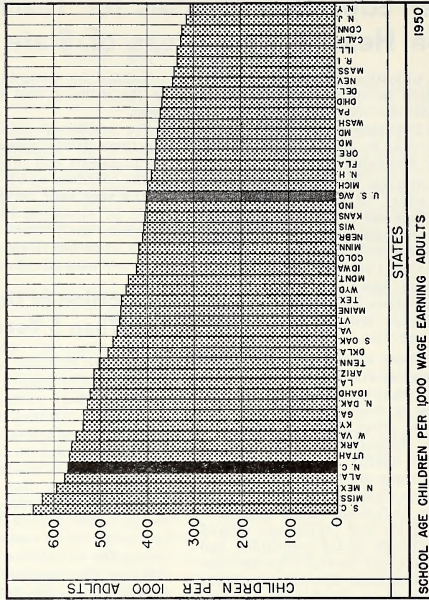
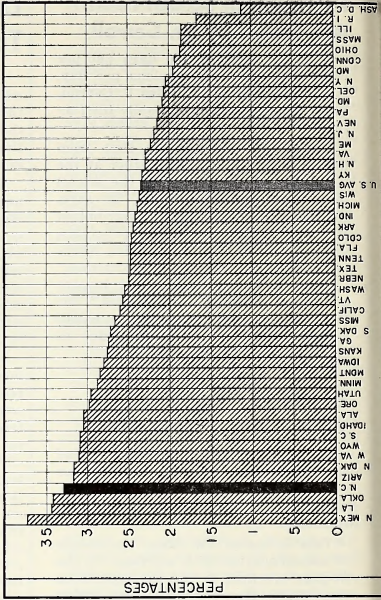


CHART IV



State funds, appropriated by the General Assembly, come from sources indicated in Chart II.

Local funds come from the following sources: ad valorem taxes, 46%; bonds and notes, 40%; all other 13%.

The second question is answered by the statement: "Regardless of the very high relative effort that this State is making to support its schools as compared with other states, North Carolina schools are *inadequately financed*" (italics ours) in such areas as school buildings, school program, salaries of personnel, and supplies and equipment. Charts III, IV, V and VI show how North Carolina compares with other states in load (in terms of children); effort (in terms of per cent of income for current operating expense), effort (in terms of expenditure per pupil), and ability (in terms of income payments per child of school age).

The third question is answered threefold, according to local, State and Federal sources, as follows:

"A larger share of the increasing school costs should be borne by local funds than has been the case in past years."

"State funds for public schools should be increased and expanded to include all items of current expense and to include some participation in school building costs on a permanent basis."

"Federal aid for both operation and buildings should be granted to the states without Federal control. This aid should be granted to the states to be used for the total educational program in the same manner as State funds are used."

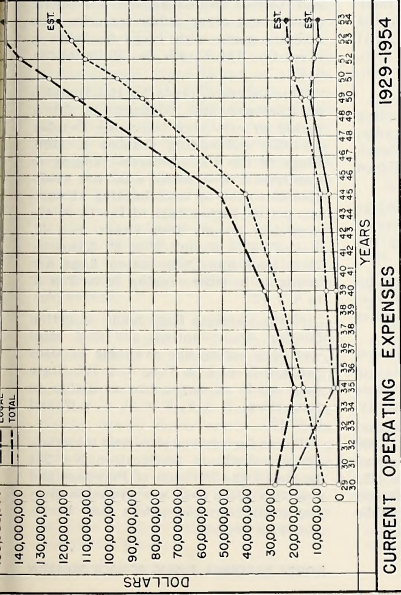


CHART II

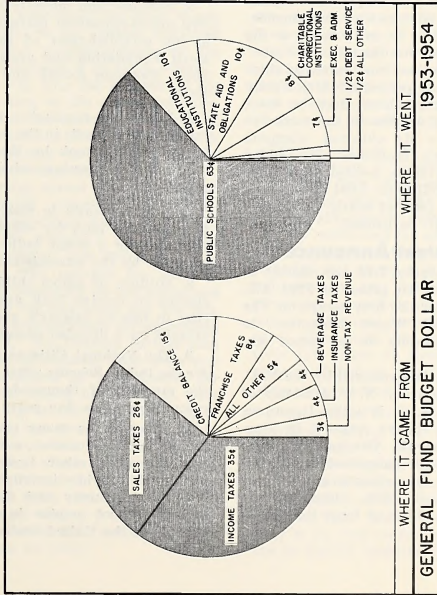
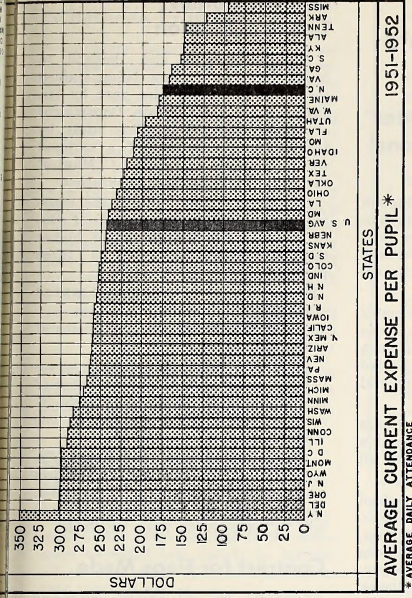
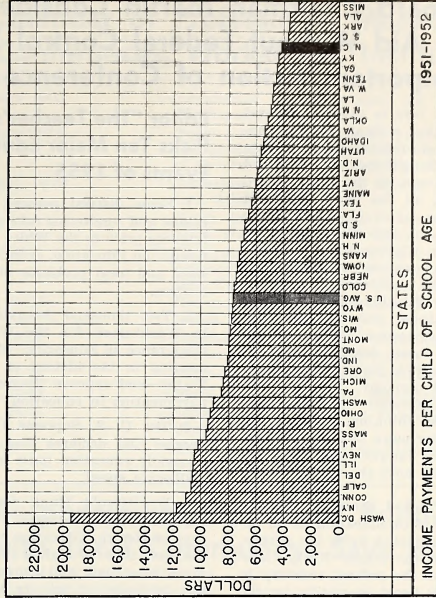


CHART VI



State Board Chairman Martin Considers Federal Aid Without Federal Control Vote Most Important Action of Conference

"The 2 to 1 vote in favor of federal aid to education without federal control and with no federal aid to private schools" is considered by Sanford Martin, Chairman of the State Board of Education, as the most important action to come out of the White House Conference, held last November 28-December 1 in Washington.

Mr. Martin was one of the official delegates to the conference. In an interview for the Winston-Salem Journal, Mr. Martin stated also that the Conference went on record "for what North Carolina has been doing all along—consolidating school districts for greater efficiency and economy."

Another conference action in line with Tar Heel thinking, he said, was a vote favoring more pay for teachers in an effort to improve the quality of instruction and solve the teacher shortage problem.

The State Board chairman said he sees federal aid to education as an opportunity to get back from the government some of the money North Carolina pays into the federal treasury in taxes—get it back especially in the form of school buildings. "If Congress adopts the Conference recommendations," he said, "it will mean a big boost for school buildings in the State."

"North Carolina can certainly show a need for that program," Mr. Martin stated. "A survey shows that the State will need \$385,435,895 in the next five years to give its children adequate school building facilities." He added that \$228,555,780 is needed right now to build an additional 5,664 classrooms, and by 1960 a total of nearly 11,000 new classrooms will be needed.

Essay Contest Announced

Pupils in grades 7-12 are eligible to enter a contest for prizes of \$100, \$75, \$50 and \$10 for the best essays on The Importance of Water Resources to Wildlife, according to a recent announcement.

The contest is sponsored by the N. C. Wildlife Federation, N. C. Academy of Science, and N. C. Wildlife Resources Commission. Essays may not be longer than 1000 words. The four best from a school must be submitted to the district science fair chairman not later than March 15, 1956. Other contest rules may be obtained from the school principal.

Editor "The Teacher's Letter" Picks Ten Major Educational Events of 1955

1. Some 500,000 persons in the 48 States and territories take part in conferences prior to the White House Conference on Education, examining closely state and local problems of public education.

2. Two thousand delegates assemble in Washington for the White House Conference on Education—the first such meeting in the history of the United States—and approve "increased federal participation in education."

3. The U. S. Supreme Court issues decrees and declares that segregation in public education must end with all deliberate speed.

4. Dr. Herold Hunt, former school superintendent, becomes Under Secretary of Health, Education and Welfare, the first time so high a post has been given to a man who knows the everyday problems of schools and colleges.

5. Business and industry set up their own aid-to-education plans as reflected in the establishment of the National Merit Foundation and grants by Esso, Shell, Eastman Kodak and other concerns.

6. Educators reexamine the reading instruction methods in the early grades, following an attack by Rudolf Flesch that most elementary-school children can't read.

7. Congress fails to enact President Eisenhower's plan for school construction, despite a great build-up for the proposal by the administration.

8. Millions of school children roll up sleeves to receive Salk anti-polio vaccine in one of history's greatest mass attacks on a dreaded disease.

9. The National Citizens Commission for the Public Schools, after stimulating the creation of thousands of citizens committees, ends five years of activity.

10. Despite the many problems that plague public education, some 1,138,000 teachers (and other types of school personnel provide instruction to 22,101,000 elementary and 8,472,000 secondary school pupils in the public schools of the United States.

Hillman Studies Teacher Situation

"Teacher Supply and Demand in North Carolina" is now being studied for the ninth consecutive year by Dr. James E. Hillman, State Department of Public Instruction. This study by Dr. Hillman is a part of a national study conducted by Dr. Ray C. Maul of the National Education Association.

Letters have been sent to the registrars and heads of departments of education of State institutions of higher learning requesting data on three items:

Teacher output for 1954-55 and 1955-56
Occupation of the 1954-55 output
Number by county and city units of the 1955-56 output

Letters went to county and city superintendents requesting the number of new teachers employed during 1955-56, a new teacher being defined as one who did not teach in 1954-55.

Various breakdowns as to race, elementary, and secondary by subject areas were requested for these items. Results are now being tabulated and will be made public when available.

Contract for Flags Made

Contract for furnishing American and North Carolina flags to the public schools and other public agencies was recently made with Louis E. Stiltz & Bros. Co., 134 N. 4th St., Philadelphia 6, Pa.

This contract, made by the Division of Purchase and Contract, is for a period of one year beginning October 1, 1955, and ending October 1, 1956. Flags of the United States ranging in size from 2' x 3' to 15' x 25' are available in cotton or wool bunting at various prices. Rayon flags of the U. S. are available in only four sizes: 2' x 3', 3' x 5', 4' x 6' and 5' x 8'. Nylon or 75% wool and 25% cotton flags are available in sizes ranging from 2' x 3' to 8' x 12'.

North Carolina flags made of cotton bunting, wool bunting, and 75% wool and 25% cotton are available in sizes ranging from 2' x 3' to 8' x 12'. State flags made of rayon are available in four sizes: 2' x 3', 3' x 5', 4' x 6' and 5' x 8'.

Prices for various sizes and materials are set forth on certification No. 251 issued by the Division of Purchase and Contract. Silk flags are available from the contractor and prices may be secured on request.

Personnel Department Schedules 1956 Holidays

All State departments operating under the policies, rules, and regulations of the State Personnel Department were given a schedule of holidays to be observed during 1956. This schedule which applies to the State Department of Public Instruction and the Controller's Office is as follows:

New Year's Day	January 2
Easter Monday	April 2
Confederate Memorial Day	May 10
Independence Day	July 4
Labor Day	September 3
Armistice Day	November 12
(Veterans' Day)	
Thanksgiving Day	November 22
Christmas	December 24-26
	(Inclusive)

When a scheduled holiday falls on Sunday, Monday will be observed as a holiday.

Committee Extends Age for Polio Vaccinations

Eligibility ages for giving poliomyelitis vaccine to the children of the State were extended last month to include all children from birth through fourteen years of age.

This action was taken by the North Carolina Poliomyelitis Vaccine Advisory Committee following a statement by Dr. Fred T. Foard, Director, Division of Epidemiology, State Board of Health, that only 47,123 poliomyelitis inoculations have been administered under the Federal vaccination program to eligible children by official health agencies, although 142,911 cc. of vaccine had been purchased and made available to county health departments for free distribution. This represented 30 per cent of the total 393,069 cc. of vaccine released to North Carolina. The remaining 70 per cent is made available through commercial drug outlets to private physicians.

"The Committee recommended that the State Board of Health and all county health departments carry on a conservative and regular educational program, advising parents of the availability of the vaccine from both the county health departments and from private physicians, and recommending that parents avail themselves of the opportunity to have their children vaccinated at the earliest possible date in order that at least two injections may be given children prior to the 1956 poliomyelitis season."

Calendar of Professional Meetings, Conferences, Workshops, Institutes

February 3-4	—N. C. Guidance Conference, Winston-Salem.
February 10-11	—Association for Supervision and Curriculum Development, New York.
February 13-14	—Third Annual Conference on Teaching the Social Studies, "New Emphasis in the Teaching of Geography," Duke University, Durham.
February 18-23	—American Association of School Administrators, Atlantic City, N. J.
March 3	—North Carolina Vocational Guidance Association, Duke University, Durham.
March 7-9	—Thirty-Sixth Annual Convention, American Association of Junior Colleges, Hotel Statler, New York City.
March 14-17	—National Science Teachers Association, Washington, D. C.
March 19-24	—National Council of State Consultants in Elementary Education, Washington.
March 22-24	—North Carolina Education Association, Asheville
March 22-24	—North Carolina Teachers Association, Raleigh
March 26-29	—Association for Childhood Education International, Washington.
April 1-6	—Third American Film Assembly, Morrison Hotel, Chicago.

First Responsibility for School Buildings Lies with Local Community, Says Herring

First responsibility for providing the school building needs of the State lies with the local community, said William D. Herring, member of the State Board of Education, in an address delivered to the school superintendents of the State on December 6 at High Point.

Mr. Herring was the speaker at the dinner meeting of the superintendents. His address concerned the future of public education in North Carolina with special emphasis on the provision of needed school facilities.

Mr. Herring stated that there is no magic formula which will solve this problem of providing the new facilities needed. "The decision," he said, "like the responsibility, lies ultimately with the people who provide the children with whose education we are concerned and who in the end must pay the bill.

"But the responsibility for leadership in this field," Mr. Herring further said to the superintendents, "lies with you and the members of your board, for you are the school authority in your unit. It is up to you primarily to give your people the facts regarding your school and to invite their full participation in your efforts to improve them. Only when there is a genuine sense of partnership with the people and a foundation of mutual respect for each others' views will it be possible to make the progress we need."

On the question of federal aid, Mr. Herring said, "Federal aid is no panacea. . . . When federal aid is made available, I believe it is safe to predict that thousands of school districts throughout the country will accept it as a challenge to do their utmost toward meeting their building needs themselves and to do so much earlier than they would have otherwise.

"Federal aid is not a new and dangerous concept. It represents no radical departure from the accepted patterns of the past, even in the public schools. Federal aid already exists. It exists in an area which has far greater potential for unwarranted federal control than this. Do you detect a sinister national influence in our federally sponsored vocational education program? It cannot be detected, because it does not exist. How much less dangerous than, from this point of view, is a modest amount of federal assistance in school-house construction."

As to control, Mr. Herring said: "The American people will not support a school system of which they do not approve. So long as the people are in control in Washington, they will not let Washington get control of their schools. This is the real guarantee. This is the real reason why federal aid can be helpful, practicable and safe.

Ocracoke Principal Describes "Citizenship Laboratory" Practices

What is described as "Citizenship Laboratory" practices by State Department of Public Instruction officials has come to light in a little 3-teacher high school down on the outer banks of North Carolina at Ocracoke.

In a letter to Homer A. Lassiter, Associate in the Division of Elementary and Secondary Education, Theodore R. Rondthaler, principal of the Hyde County school, has told this story of community-school action, and requested "the seal of officialdom that the kind of thing I am describing is proper or improper!"

In his reply to Mr. Rondthaler, Mr. Lassiter says, "We are all agreed that the project which you describe is an excellent one. It provides practice in citizenship through helping solve a real community problem. . . . In my opinion, the boys who participate in the Citizenship Laboratory practices can and will be willing to do as much (or even more) book work as they would if you had no practical experiences in your program. You can see to it that they get the essentials (subjects required) during the year; the hour at which these essentials are acquired is not the most important factor involved."

As described by Principal Rondthaler, the project was as follows:

"Here at Ocracoke we are consumed with the problem of drainage—especially since the hurricanes. Ditches stopped up; refuse blown in; sand washed in; vegetation fallen in; trenches erased, and all that. Some of the trouble is new, some of long-standing. Gardening in many sections of the town has been made impossible on account of pooled water. Mosquitoes are with us, and we have a problem of health as well as convenience and comfort.

"You know we have no incorporation, so no concerted community action is tough to achieve. The local (men's) Civic Club had all but given up on drainage. I got an air photo, enormously enlarged, made last March by the Coast & Geodetic Survey. Spreading it out on a table at school, I immediately discovered that the citizens of this town who really know the ditches are the boys, not the men. The boys hunt, play, explore, float their skiffs, and all that in and on the ditches. 'Now, Mr. Rondthaler, that's a good ditch but it's stopped up right there back of Oyster Slough. About 40 feet.' 'Why, you can come up that one in a skiff right to

there (pointing), no, here. Right here that old rotten foot-bridge fell in and stopped it up.' And so on. My eyes were opened, and at the next meeting of the Civic Club I moved that three of our school boys, a senior, an 11th grader, and a 9th grader, be officially added to the local drainage committee, with power to lay out and personally direct the work of the machine employed to dig. The Club concurred. That was a month ago.

"I then took a breath and dug out the letter of recapitulation that you wrote us after your visit, in which you advised us to 'provide learning experiences that are as practical as possible; use real problems of pupils and the community as teaching-learning experiences'. . . . consider new problems that will face the community because of changes taking place there,' and wondered how literally you meant the words. With a \$10-an-hour machine in action, if these boys were really to perform, their school schedules would have to be shredded.

"Well, as I say, that was a month ago. Since then, these boys, singly, several times in pairs, and once as a trio with me along, have been excused from school as needed and as asked for by the machine operator to go out and prescribe and direct the ditching on the spot. They have been out enough hours to total perhaps three school days each during the month.

"I have felt uncertain about the propriety of all this on two accounts: (1) the boys missed scheduled 'school' work, some Latin, some English, some Sociology, and one of them some algebra; (2) I was uncertain how the judgment of the boys would be received by the older heads of the community. I was soon relieved on the second score. I began hearing quotations all 'round, at the stores, on the docks, elsewhere: 'Finest thing ever happened here.' 'That Northern Pond cut was exactly what it took to do it.' And so on. I am not yet relieved on the first count, and of course that is why I am writing this letter.

"I had supposed we had gone as far as we could with the ditching, and that the boys' labors in that area were finished. But this morning the ditching operator appeared at the schoolhouse at 9:30. 'Mr. Rondthaler, I'd like to make one more try, and see if we can't get general agreement on that long ditch—you know, the one we gave up,

that runs the whole length back of the town. I believe if you could let me have one of the boys to go from house to house, seeing each and every property owner, maybe we could work it out.' 'Well,' I said, 'I can let you have the 9th grader a while. He's well acquainted all along that route.' 'Good. But couldn't you let me have the tall boy too? You know he can talk to people, that boy can, much better than I can, and he has a way with him.' 'Well, all right. I'll send 'em both. We'll call it something: education for citizenship, maybe. We'll call it Sociology. We'll call it Oral Composition. Anyway, you do it, we'll call it'

"About noon the boys reappeared, bubbling over. 'Mr. Rondthaler, we've got the whole thing: every last property owner—all but three—and two of these were sure of! Just haven't found them yet. And Sam is out of town, but we know he'll be for it, because we found where he's been trying to dig a fresh ditch himself with a shovel out there in the weeds back of his property. And you know, they said John wouldn't allow it? Well, all he wanted was to be sure the ditch went down his side line; so that's all fixed up. He even said take out several big cedars. And Jim is even taking down that fence for the machine to come through. And . . . I sent them on to finish the job, which they did, getting back to school the latter part of the mid-afternoon period.'

Nevada Teachers' Dream Becomes a Reality

"The average teacher's salary in Nevada last year was \$4,069. This shows progress, for most of you can remember that five years ago this figure was a dream that we hoped would become a reality. With this achievement comes a responsibility to require higher standards for teaching certificates. At the administrators' conference this fall and the delegate assembly of the classroom teachers, efforts will be made to write into our requirements an equitable administrator's credential for all NEW administrators, and the requirement of a degree for all NEW teachers hired." —Glenn A. Duncan, State Superintendent of Public Instruction.

In 1951-52 the average salary per member of the instructional staff (superintendents, principals, teachers) of Nevada was \$3,484. Nevada ranked 20th among the states and the District of Columbia in this respect

Board Adopts Formula for Distribution of Second \$25 Million in Building Funds

A formula for distributing the second \$25 million of State funds for providing public school facilities was adopted by the State Board of Education at a meeting held December 6.

The funds were provided by a bond issue of \$50 million authorized by the General Assembly of 1953. The distribution of one-half of the total fund was made on the basis of \$100,000 to each of the 100 counties for \$10 million and on the basis of average daily membership in the administrative units for \$15 million.

The law specified that the second \$25 million should be distributed to the counties upon standards based on actual need and effort. A committee from the State Board has been working on a formula which takes into consideration these factors for several months. The adoption by the Board of the formula worked out marks the culmination of this work and the allocation of funds to the several school administrative units will be made at the January meeting, it is learned.

Allocations to the 100 counties in accordance with the formula adopted ranges from \$75,422.59 in Dare County to \$715,258.32 in Guilford. The amount of Guilford and to other counties which include city units must be further divided among these units.

On a per pupil basis, the allocation of this second \$25 million ranges from \$169.13 in Dare to \$34.32 in Guilford. Average for the State is \$51.84.

The formula adopted was based on five factors, namely:

1. \$8 million was allocated on the basis of the county's percentage of the State's pupils divided by the relative economic index of the county.
2. \$3 million was allocated on the basis of the county's average local receipts per pupil per year for capital outlay multiplied by the percentage of the State's pupils and divided by the county's relative economic index.
3. \$2 million was allocated on the basis of the State's average school property valuation per pupil divided by the county's average valuation per pupil and this quotient multiplied by the county's percentage of the State's pupils.
4. \$6 million was allocated on the basis of each county's average daily membership for 1954-55.
5. \$6 million was allocated on the basis of the county's average daily membership for 1954-55 divided by the

The Legal Right of a Writer

A writer, reporter or editor has a right to keep secret his sources of information, a State court of appeals decided.

Here is the story: A reporter for the San Francisco Chronicle, Jack Howard, had used a quotation in an article which a labor union had thought damaging to its interests. The union demanded that the quote be identified as to source. The reporter refused to do so. The Third District Court of Appeals upheld the reporter. It went further by adding that a writer can write his conception of a statement by a person without having to interview that person in a face-to-face meeting.

Science Academy Conducts Science Talent Search

More than 300 high school seniors of the State took aptitude tests in competition for Westinghouse Science Scholarships last month.

The tests, designed to measure ability to think and reason along scientific lines, were conducted by the North Carolina Academy of Science as a part of the national Science Talent Search. In addition to completing the test, the applicants must write a 1,000-word report on a scientific project of their own choosing.

The top 40 winners from the nation as a whole will attend the Science Talent Institute which will be held in Washington March 1-5 in competition for the cash prizes. Another 260 seniors will be given honorable mention and will also be recommended for scholarships in colleges and universities.

Approximately five of the North Carolina seniors will receive special honors by the N. C. Academy of Science at the annual Academy dinner to be held March 23 at the University of North Carolina, Chapel Hill.

county's average daily membership for 1945-46 and the results reduced to percentages.

These various factors take into consideration both need and effort as specified in the law. The formula has been approved by Governor Luther H. Hodges.

"Bill" Duff Leaves State Department

William P. Duff, Jr., Assistant Director, Division of School Planning, resigned effective January 1 to accept a position as Executive Secretary of the North Carolina Concrete Masonry Association, it is announced by State Superintendent Charles F. Carroll.

"Bill" came with the Department on August 14, 1949, following experience as an engineer in a number of other agencies. After attending N. C. State College for four years, he went first with the N. C. State Highway and Public Works Commission. After about a year with this State agency, he was with the Armco Steel Corporation from 1939 to 1948, except for a year with the Air Force in World War II. For about a year and a half before joining the State Department of Public Instruction, he was with the Capital Supply Company of Raleigh.

"We simply cannot compete with industry," Dr. Carroll stated in announcing Mr. Duff's resignation. "Mr. Duff has gone to a position at a substantial increase in salary and will remain in Raleigh where he will set up headquarters for and manage the organization which he represents. We regretfully announce the loss of his valuable services to the State in the field in which he worked. We do not know that we can replace him at all."

Two-Car School Exhibit Visits North Carolina

A two-car school exhibit, "Schoolroom Progress, USA", visited Raleigh, Winston-Salem and Charlotte last month.

The exhibit showing past and present methods and materials of American education was open to the general public and to students, teachers and other professional educators in these localities. It is sponsored nationally by the Henry Ford Museum and Greenfield Village in Dearborn, Michigan, and the Encyclopedia Americana.

One section of the two-car exhibit, which is being shown throughout the nation, is devoted to old-time educational methods and materials. There is a classroom of the 1840 "frontier" period with a high schoolmaster's desk, a dunce cap in one corner, whale-oil lamps and a McGuffey's reader. The exhibit also includes the city school of 1890. The second car shows materials found in the modern school—indirect lighting, record players, green "blackboards", spacious work benches, and classroom sinks.

Advisory Budget Commission Member Outlines Program for Public Schools

The development of an expanded school program for the future that will meet the needs of our people—this is the paramount problem facing our State today, in the opinion of LeRoy Martin, a member of the State Advisory Budget Commission.

Mr. Martin made this declaration last fall in a speech delivered at Elizabeth City. At this time he also set forth some of the problems now facing the State and presented three suggestions for the future.

The segregation problem, Mr. Martin stated, will be solved on the local level. "In some communities," he said, "it presents no appreciable question; in others, it is paramount. If the General Assembly and State leaders will leave it to good people—white and Negro—of the several communities in the State, in due course I believe the answers will be found . . . It would seem with this background of knowledge that instead of talking about the possibility of abandoning the public school system, we should now be devoting our best thoughts and efforts to its expansion and further progress . . . We cannot spend more for education unless we are able, and we cannot do a much better job until we spend more . . . It is estimated there will be an additional 136,000 to be enrolled in 1960. This will require in excess of 5,000 additional teachers and will add at least 25 million dollars to our present annual cost of school operation."

About the school plant, Mr. Martin called attention to the fact that "Our building facilities are now woefully inadequate to meet present needs . . . The fact of the matter is that we have failed miserably to adequately house our school children in the year 1955. . . I suppose no one at this minute could lay out the best program for the State to adopt, but the problem must be recognized, must be faced, for something will have to be done about it. Do not think for one minute that our people are going to turn back the clock on public education."

Mr. Martin suggested three things for consideration in his idea of an expanded front, as follows:

"First," he said, "we must find some way to bring our very strongest men and women into the classrooms and other school work and keep them there for their life's work . . . This will no doubt call for a higher pay scale for

all and especially a method by which outstanding work and service may be recognized and recorded accordingly.

"Second, we should consider extending our public schools to embrace the junior college level. We graduated last year 35,000 high school students; approximately 20,000 did not go to college . . . We will be unable to provide senior college and university facilities for all who will seek admittance. The junior college will provide an opportunity for further school work at lower cost and will enable many to determine their ability to continue in the higher education field.

"Third, we must devise some way to use our tremendous investment in school plants and grounds which by 1960 should approximate 750 million dollars, more than 9 months in the year. No one can deny the need for a program of some kind which will offer something to the million boys and girls of school age for at least a part of the present 3 months. Surely we are smart enough in this modern age to use this tremendous investment in physical assets in some way to meet the needs of those boys and girls who find too much spare time a serious handicap."

State Agencies May Buy State-made Commodities

Commodities produced by North Carolina State Use Industries which is operated by the State Prison Department may be purchased by all State institutions, departments, public schools and political subdivisions, according to a memorandum released last fall by David Q. Holton, Director of the Division of Purchase and Contract.

Commodities available from this agency include the following: soaps and detergents; cleaners, chemicals, disinfectants and waxes; sewing room products; mattresses, pillows and pillow cases; paint; and printing. Purchase of the items from North Carolina State Use Industries, Mr. Holton states, will not be considered contrary to the contracts now in force for similar items. Agencies will realize considerable savings, it is stated, by purchasing from the State organization. Purchase orders should be placed with the North Carolina State Use Industries, 835 W. Morgan St., Raleigh, N. C. A price list of products available may be secured from this agency also.

Brown Issues Warning Re Unlicensed Solicitors

Private business schools were warned recently that unlicensed solicitors are working in North Carolina.

T. Carl Brown, Secretary, Advisory Board for Commercial Education, issued the warning. "In many cases," Mr. Brown stated, "these solicitors are selling the so-called Civil Service preparatory courses." On this point the Advisory Board has adopted the following: "It is not the policy of the Board to issue the license to representatives of any schools specializing in the so-called Civil Service preparatory courses, nor to license such schools to operate in the State."

"It is suggested that you warn your students against all unlicensed solicitors and especially the representatives of such schools as these, and that you ask them to notify you if they hear of persons working in the vicinity. If you can locate such persons and have any proof that they have sold or attempted to sell a correspondence course, you should have them arrested immediately."

Duke to Hold Conference On Teaching Geography

Duke University's Third Annual Conference on Teaching the Social Studies, has been set for Friday-Saturday, February 13-14, it was announced recently by Jonathan C. McLendon, Associate Professor of Education.

Co-sponsored by the North Carolina Council for the Social Studies, the 1956 Conference will deal with "New Emphases in Teaching of Geography". Interested teachers, supervisors, and administrators are urged to attend and participate in the Conference.

Most of the sessions will be of the panelled open discussion type. Sessions will give attention to current trends in geography, pre-geography in the primary grades, utilizing geography in teaching history, man and his environment, new materials on geography, using maps effectively, geography textbooks—fused and separate, teaching wiser use of natural resources, geography and aviation, and a proposed senior high school course in geography.

Complete programs are available upon request to Jonathan C. McLendon, Department of Education, Duke University, Durham.

The Attorney General Rules . . .

Special Tax Elections

In reply to inquiry: Dr. Charles F. Carroll, State Superintendent of Public Instruction, has forwarded to this office for reply your letter of November 16.

In your letter you refer to a proposed special tax election in a small area of the _____ County Administrative Unit for the purpose of determining whether said area will be added to the City of _____ Administrative Unit, and whether the same rate of tax now authorized in the City Unit shall be levied on the tax payers of the area proposed to be annexed.

As you know, subsection (3), Section 1, Article 14 of Chapter 1372, Session Laws of 1955 (the New School Law), provides that an election may be called to enlarge city administrative units. Section 3 of that same Article provides that if an entire school district in a county administrative unit, or if two or more whole districts in a county administrative unit are to be added to a city administrative unit, the petition must be signed by a majority of the committees of the district or districts involved; but if only a part of a district is to be taken away from a county administrative unit and added to a city administrative unit, the petition must be signed by a majority of the qualified voters who have resided within the area for the preceding 12 months. Subsection (2), Section 4 of that same Article provides that the area proposed to be annexed, must be described by metes and bounds.

As pointed out by you in your letter, Section 5 of Article 14 provides that in the usual situation, the petition must be approved by both the county and the city boards of education. That seems a reasonable provision because the county is losing territory and the city is gaining territory; but as pointed out by your letter, the 1955 General Assembly added a proviso at the end of the first paragraph of Section 5, to the effect that when a petition is endorsed by the city board of education and signed by a majority of the voters in the affected area, the election must be called. The effect of that provision is to make it mandatory that the election be called without the consent of the city board of education when a majority of the people in the affected area have petitioned for the election. Even under the law as

it existed prior to 1955, our Supreme Court held that action by boards of education was discretionary, but that the duty of the county commissioners is mandatory. In other words, the county commissioners have no discretion in the matter when the School Law has been complied with by the appropriate board or boards of education. See *BOARD OF EDUCATION v. COMMISSIONERS*, 189 N. C. 650.

It is not the function of this office to pass upon the constitutionality of statutes. See *BICKETT v. TAX COMMISSION*, 177 N. C. 433. When the General Assembly passes legislation, the same is presumed to be valid until the contrary shall be decided by the courts.—Attorney General, November 18, 1955.

Compulsory Attendance; Private Tutoring

In reply to inquiry: In your letter of November 22nd you state that the mother of an eight year old child in the third grade in the _____ School insists that the child's health is not good and for that reason wishes to take the child out of school and teach the child at home. You inquire whether such tutoring will comply with the compulsory attendance law of North Carolina.

Section 1, Article 20, Chapter 1372, Session Laws of 1955 (The New School Law) provides that every parent of a child between the ages of seven and sixteen years shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. The principal of the school has the right to excuse a child temporarily from attendance on account of sickness. This section further provides that the term "school" shall embrace all public schools and such private schools as have tutors or teachers and curricula that are approved by the Superintendent of Schools or the State Board of Education. Such private schools are required to keep such records of attendance and render such reports and maintain such minimum curriculum standards as are required of public schools. If the tutor refuses or neglects to keep such records, or to render such reports, the attendance shall not be accepted in lieu of attendance upon the public schools. This section also provides that instruction by a

private tutor shall not be regarded as meeting the requirements of the law unless the courses of instruction are run concurrently with the term of the public school in the district and extend for at least as long a term.

The foregoing are rather rigid requirements, but it is the view of this office that if your Board of Education finds as a fact that such requirements can be met by the parent in question, you and your Board will be justified in accepting such instruction in lieu of attendance upon the public schools. If your Board finds that the proposed instruction does not meet these rigid requirements, it will of course be the duty of the Board to insist that the child in question attend the public schools unless temporarily excused on account of illness.—Attorney General, November 25, 1955.

Election and Qualifications of Acting Superintendent

In reply to inquiry: In your letter of September 23 you state:

"The regular superintendent of the Morven City Administrative Unit has been granted leave of absence that he might do a year's graduate study. In filling the position for the year, question has arisen as to whether the acting superintendent would be required to possess qualifications equal to those of a regular superintendent."

Section 2, Article 6, Chapter 1372, Session Laws of 1955 (The New School Law), provides that "during the time any county or city superintendent is on an approved leave of absence, without pay, an acting superintendent may be appointed in the same manner to serve during the interim period, *which appointment shall be subject to the same approvals and to the same educational qualifications as provided for superintendents*".

To me the foregoing language means that, in the situation outlined in your letter, an acting superintendent must be elected by the county or city board of education, subject to the approval of the State Superintendent of Public Instruction, and the State Board of Education as required by Section 22, Article 5 of the New School Law; and that an acting superintendent must have all the qualifications of a regular superintendent set out in that same section (Section 22, Article 5, Chapter 1372, Session Laws of 1955).—Attorney General, September 23, 1955.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, January, 1951)

Fred Waters, Superintendent of the Gastonia school system, told members of the Civitan Club Wednesday (December 7) that there is urgent need of more space for Gastonia's school children.

Governor Kerr Scott is scheduled to be the principal speaker at the fourth annual Piedmont Resource-Use Conference which will be held at North Carolina College tomorrow (December 7).

C. C. Lipscomb, superintendent of the local public schools and a member of the Kiwanis Club, was in charge of the program for the meeting last night (December 1) at the Sanitary Cafe.

10 Years Ago

(N. C. Public School Bulletin, January, 1946)

Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the North Carolina State Department of Public Instruction and State Chairman of the Commission on Secondary Schools of the Southern Association of Secondary Schools and Colleges, attended a meeting of the Association's Commission on Secondary Education, which is composed of the State chairmen of the various states concerned, held at Gatlinburg, Tenn., on November 5-7, 1945.

Guidance Briefs, Vol. I, No. 1, for December, 1945, a three-page mimeographed bulletin, has been issued by the Occupational Information and Guidance Service of the Division of Vocational Education of the State Department of Public Instruction.

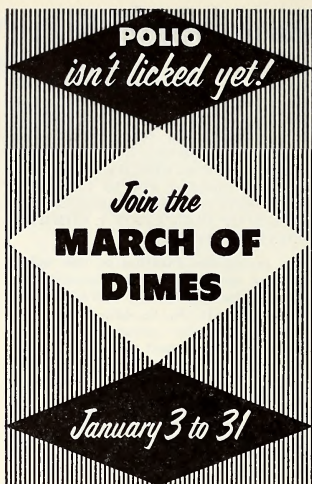
Dr. Clyde A. Milner, President of Guilford College, was elected President of the North Carolina College Conference which was held in Greensboro on November 14-15.

15 Years Ago

(N. C. Public School Bulletin, January, 1941)

The North Carolina Education Association will hold its 1941 convention in Asheville on April 3-5, it was announced recently by **Julie B. Warren**, Secretary.

The report of the State Retirement Commission on the retirement of teachers and State employees of North Carolina was recently made to the Governor and Advisory Budget Commission.



Tar Heels Elected to SACSS Posts

J. R. Hawkins, principal of the Harding High School, Charlotte, was elected to the Executive Committee of the Southern Association of Colleges and Secondary Schools recently held in Miami, Florida. Mr. Hawkins succeeds **T. P. Baker** of Austin, Texas, who was named President-elect of the Association. **Joseph M. Johnston**, principal of the Asheboro High School, was elected to succeed Mr. Hawkins as a member of the North Carolina Committee for the Commission on Secondary Schools. **H. E. Thompson**, principal of the Wilkes Central High School and **A. B. Combs**, State Department of Public Instruction, were elected to three-year terms on the North Carolina Committee.

The North Davidson High School, Lexington, and the New Bern High School were accredited by the Association at this meeting. Ninety public high schools and ten private high schools are now members of the Association.

Four schools for Negro youth were approved by the Association: Lincoln High School, Bessemer City; Lincoln High School, Chapel Hill; Douglas High School, Leaksville; and Shepard High School, Zebulon. There are now forty-two approved Negro schools, thirty-nine public and three private.

MAKING TODAY'S NEWS

Greensboro. Greensboro's newest educational facility, **James Y. Joyner Elementary School**, is scheduled to open its doors to students in the next two weeks.—*Greensboro Record*, November 23.

Durham. The County Board of Commissioners today decided to ask both the City and County Boards of Education to process immediately all requests they have from various areas asking that an election be called to determine whether the areas be transferred from the County School District to the City School District.—*Durham Sun*, November 21.

Newton-Conover. Dr. **Allan S. Hurlburt**, Assistant State Superintendent of Schools of North Carolina, told **Newton-Conover** teachers at their annual NCEA banquet Wednesday night that there exists in the educational program a need for greater understanding by parents and teachers of fundamentals that are in tune with the times.—*Charlotte Observer*, November 18.

Hamlet. Mrs. **Glenn Goodwin** who lives one-fourth mile from **L. G. DeWitt's Store** paid \$21.11 on November 15 after receiving the following sentence on Nov. 8 on a charge of "failing to send child to school": 30 days in jail, suspended on payment of court costs and that she send her children to school regularly.—*Hamlet Messenger*, November 18.

Cleveland. **Jim Champion** appealed this morning from a 30-day road sentence given him in **Cleveland Recorder's Court** for violation of the school attendance law.—*Shelby Star*, November 9.

Halifax. **Halifax County** teachers held the second in a series of meetings on the study of reading in grades one through twelve in the **Halifax School Monday**.—*Raleigh News and Observer*, November 24.

Bladen. **D. M. Calhoun**, superintendent of **Bladen County** schools, has been selected by Dr. **Charles F. Carroll** to represent the North Carolina Division of Superintendents in making plans for a four-year study to improve the training of superintendents and principals for North Carolina schools.—*Elizabethtown Bladen Journal*, November 17.

NORTH
CAROLINA

BULLETIN

February, 1956

RALEIGH, NORTH CAROLINA

Vol. XX, No. 6

Increase in College Freshmen
Largely from Out-of-State

There are 1,460 more students enrolled as Freshmen in North Carolina junior and senior colleges and universities this year than a year ago, a tabulation of reports from these institutions shows. Two-thirds, or 971, of this increase are from other states.

On a racial basis, there are 1,533 more Freshmen enrolled in institutions for white students, whereas there are 60 fewer Freshmen in institutions for Negroes and 13 fewer in the college for Indians.

In publicly-supported institutions for white students there are 488 more Freshmen this year than last, an increase of 8.2 per cent. In non-public institutions the increase is 1,045.

Of the 488 increase, 228, or an increase of 4.3 per cent, are from State schools; whereas 260, or an increase of 38.5 per cent, come from other states.

The table gives the figures on Freshmen enrollment this year and last year and increases in the number of Freshmen this year. These figures are grouped according to the number from this State and other states, public and non-public, race, and senior and junior institutions. In addition to what already has been stated, it should be pointed out that:

1. The increase in junior college Freshmen enrollment this year over last year is 957, or 28.7 per cent.

2. Increase in the number of Freshmen in senior colleges is 503, or 4.0 per cent over last year.

3. Increase in white Freshmen in senior colleges is 642, or 6.6 per cent.

4. There is a decrease in Freshmen in Negro colleges—126 or 4.4 per cent.

5. Senior college Freshmen increase in public institutions for white students is 404, or 7.3 per cent, over last year; whereas in non-public colleges the increase is 238, or 5.7 per cent.

The table discloses other interesting information regarding Freshmen enrollment which the reader may discern for himself.

British Summer Schools
Open to Americans

Summer study at British universities is open to American students in 1956, according to an announcement made recently by Kenneth Holland, President of the Institute of International Education, 1 East 67th Street, New York City.

Six-week courses will be offered at Oxford, at Stratford-on-Avon, and at the capital cities of London and Edinburgh.

A limited number of scholarships will be available to American students. Award and admission application forms may be secured from the Institute of International Education in New York City or from its regional offices in Chicago, Denver, Houston, Los Angeles, San Francisco and Washington.

Closing date for applications is March 26, 1956.

Board Association
Elects Jordan President

Dr. Charles E. Jordan, chairman of the Durham County Board of Education, was elected president of the North Carolina School Board Association for a two-year term at the Annual Delegate Assembly on November 16, 1955. Dr. Jordan was already serving as president, having been elevated to that post from the vice-presidency upon the death of President B. J. Ramsaur.

John R. Foster, chairman of the Greensboro Board of Education, was named vice-president; and Dr. Guy B. Phillips, Director of the Summer School of the University, was reelected executive secretary-treasurer.

Directors elected for four-year terms were: Barton Haynes, Caldwell County; Charles G. Rose, Jr., Fayetteville; and George R. Edwards, Rocky Mount. Directors elected for two-year terms were W. W. Sutton, Goldsboro; E. P. Damerson, Marion; Dr. Ralph Pike, Wilson; and Dr. Herbert Spaug, Charlotte.

Freshmen Enrolled in North Carolina Colleges, 1954-55 and 1955-56

Group	Total Freshmen			N. C. Freshmen			Out-of-State Freshmen					
	54-55	55-56	Inc.	54-55	55-56	Inc.	54-55	55-56	Inc.			
Total Colleges	15,993	17,453	1,460	9.1	12,693	13,182	489	3.9	3,300	4,271	971	29.4
Public	8,219	8,607	388	4.7	7,114	7,193	79	1.1	1,105	1,414	309	28.0
Non-Public	7,774	8,846	1,072	13.8	5,579	5,989	410	7.3	2,195	2,857	662	30.2
White	12,903	14,436	1,533	11.9	10,275	10,910	635	6.2	2,628	3,526	898	34.2
Public	5,969	6,457	488	8.2	5,294	5,522	228	4.3	675	935	260	38.5
Non-Public	6,934	7,979	1,045	15.1	4,981	5,388	407	8.2	1,953	2,591	638	32.7
Negro	3,021	2,961	-60	-2.0	2,349	2,216	-133	-5.7	672	745	73	10.9
Public	2,181	2,094	-87	-4.0	1,751	1,615	-136	-7.8	430	479	49	11.4
Non-Public	840	867	27	3.2	598	601	3	5	242	266	24	9.9
Indian (Pub.)	69	56	-13	-18.8	69	56	-13	-18.8	0	0	0	0
Senior Colleges	12,663	13,166	503	4.0	9,948	9,754	-194	-2.0	2,715	3,412	697	25.7
Public	7,676	7,916	240	3.1	6,578	6,508	-70	-1.1	1,098	1,408	310	28.2
Non-Public	4,987	5,250	263	5.3	3,370	3,246	-124	-3.7	1,017	2,004	987	25.9
White	9,701	10,343	642	6.6	7,653	7,663	10	0	2,048	2,680	632	30.9
Public	5,541	5,945	404	7.3	4,871	5,014	143	2.9	670	931	261	39.0
Non-Public	4,160	4,398	238	5.7	2,782	2,649	-133	-4.8	1,378	1,749	371	26.9
Negro	2,893	2,767	-126	-4.4	2,226	2,035	-191	-8.6	667	732	55	3.7
Public	2,066	1,915	-151	-7.3	1,638	1,438	-200	-12.2	428	477	49	11.4
Non-Public	827	852	25	3.0	588	597	9	1.5	239	255	16	6.7
Indian (Pub.)	69	56	-13	-18.8	69	56	-13	-18.8	0	0	0	0
Junior Colleges	3,330	4,287	957	28.7	2,745	3,428	683	24.9	585	859	274	46.8
Public	543	691	148	27.4	536	685	149	27.8	7	6	-1	-14.3
Non-Public	2,787	3,596	809	29.0	2,209	2,743	534	24.2	578	853	275	47.6
White	3,202	4,093	891	27.6	2,622	3,247	625	23.8	580	846	266	45.9
Public	428	512	84	19.6	423	508	85	20.0	5	4	-1	-20.0
Non-Public	2,774	3,581	807	29.1	2,199	2,739	540	24.6	575	842	267	46.4
Negro	128	194	66	51.6	123	181	58	47.2	5	13	8	160.0
Public	115	179	64	55.7	113	177	64	56.6	2	2	0	0
Non-Public	13	15	2	15.4	10	4	-6	-60.0	3	11	8	266.7

Superintendent Carroll Says . . .

"Knowing the school construction crisis facing the states, and believing the Federal Government now has another opportunity 'to promote the common good', and believing that a pattern of relationships can be evolved, I should like now, Mr. Chairman, to present, very briefly, some principles which I believe essential to any legislation which would permit us to proceed immediately with the construction of urgently needed facilities. If the legislation is to be of such nature and scope as to enable all states to participate, it seems that the following factors must apply:

"1. There should be assurance against Federal interference. The states are viewing with favor some of the bills currently under consideration which restrict Federal interference with 'personnel, curriculum, or program of instruction'. By adding construction of plants, as such, to this language, these bills could be rather completely freed of the fear which they provoke among some citizens.

"2. Appropriations should be in sufficient amounts to encourage states to undertake state-wide long-range planning in order that basic facilities might be first constructed in those communities where needs are most pressing.

"3. Acceptance of Federal funds by states should be considered as grants-in-aid based on such criteria as financial ability, relative effort, and urgency of need, with the understanding that the states will use these same criteria in their distribution of funds to local communities. The act of Federal aid should not be construed as relieving state and local government agencies of their responsibility for school facilities, even to the extent of requiring these agencies to match at least a portion of any Federal funds made available.

"4. The grants should be administered by the state boards of education or the state agencies charged with the responsibility for administering and supervising public schools. In finance, the mechanics of administration is not secondary to the receipt of funds. The mere fact of Federal aid may not mean that all states would participate, and particularly so, if the law is so loaded with specifications and formulae and procedures as to become annoying and delaying. Since about 1946 most state education agencies have enlarged their staff services in the area of school construction and have become rather proficient in administering aid, accounting for public funds, and supervising construction projects. In this connection, Mr. Chairman, our experience would lead us to recommend for your consideration the desirability of designating about one-half of one per cent of the total grants to a state for use by the administering agency in employing personnel to conduct surveys, determine needs, devise a state plan, and generally to supervise the projects.

"5. The determination of local community eligibility for funds should rest finally with the state administering authority. Approvals of applications for community aid can be determined more expeditiously by the state agency than by any group or agency removed from the scene of operations.

"6. The United States Office of Education should be designated as the single agency to administer the program at the National level.

"7. Any reference in the law to wage scales and the awarding of contracts would be misplaced legislation. Matters affecting employment, prescribing wage scales, and the awarding of contracts should be reserved to the states to be conducted in accordance with prevailing practices.

"Basically, Mr. Chairman, it is upon such simplicity of administration that I envision immediate relief from the crisis which we face."

—excerpt from Testimony before House Committee on Education and Labor, Washington, May 11, 1955.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

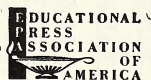
Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

February, 1956

CHARLES F. CARROLL

Vol. XX, No. 6

State Supt. of Public Instruction



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Features

Increase in College Freshmen Largely from Out-of-State	Page 1
Superintendent Carroll Says	2
Board Allocates Second \$25 Million Fund to County and City Administrative Units	4
Fund Warns That Traditional Approaches Are Not Adequate for Securing Teachers	6
Enrollment in North Carolina Institutions of Higher Learning Increases	8-9
The Attorney General Rules	15

Ye Editors Comment...

Freshmen Enrollment

Enrollment in the first year class in the colleges of North Carolina for 1955-56 is 1,460 more than a year ago. First year enrollment in institutions for white students is up 1,553, or 11.9 per cent, whereas there is a decrease of 60 in colleges for Negroes and 13 in the Indian college.

Of the total white Freshmen, 10,910 were from this State, whereas 3,526 were from other states. But of the increase of 1,533 over last year, 635 were from North Carolina, whereas 898 were from out of the State. In other words, the number of white Freshmen from within the State increased 6.2 per cent, whereas the number from without the State increased 34.2 per cent.

These and other figures concerning the enrollment of Freshmen in North Carolina colleges and universities, as presented elsewhere in this publication, deserve thoughtful interpretation. One is naturally impressed with the increase in college enrollment at the Freshmen level, but it is obvious that this increase, if continued, presents many problems which must be faced by the educational leaders of the State.

Terminal Education

Formal education ended for 53.3% of the 1954 high school graduates, according to a recent study made by the State Department of Public Instruction.

For those graduates from schools in the county units, the public high school marked the end of formal education for 58.6 per cent of these graduates.

For graduates of city schools, graduation from high school was the termination of formal education for 44.3 per cent of the total.

In other words, the public high school is the final preparatory educational institution for nearly three-fifths of the rural boys and girls, whereas it represents the final educational institution for more than two-fifths of city boys and girls.

Only 33.6 per cent of county boys and girls continue their formal education upon graduation from high school, whereas nearly 50 per cent of city boys and girls go on with their institutional education. Eight per cent of the 1954 graduates of county schools went into military service, whereas six per cent of city graduates entered this service.

These differences are pointed out in order to show that too many boys and girls from county units accept the high school as the end of their formal education, and to raise the question as to why is this true. Are they due to economic conditions? To the intellectual curiosities of the students? Or to the schools? These

Federal Aid

With all the array of statistics presented within years on the increase in enrollment in the public schools, the shortage of well-trained teachers, and the inadequacy of building facilities, there are still those who say: "The proponents of Federal aid have not thus far proved need nor have they presented a case for its desirability."

Participants in the recent White House Conference, representing all states and many walks of life, approved by a ratio of more than two to one the proposition that the Federal Government should increase its financial participation in public education. On the basis of needs determined by surveys in their respective states, an overwhelming majority favored Federal aid for school building construction.

The statement is also made that: "The Federal Government is in no better position to finance education than the states and their local governments . . . there is no wealth within the reach of the Federal Government that is not within the forty-eight states and the outlying territories." This, on its face, is a truthful statement; but it does not take into consideration any principle of equalization, which is basic to the public school systems of this nation and to the Federal Government itself. Public education is basic to our democracy and consequently this nation as the foremost democracy of the world should aid the states which are unable to provide for their educational needs.

Opponents of Federal aid also say: "It is impossible to have Federal aid for education without Federal controls," and "It has been repeatedly demonstrated that we can't have the Washington type of rules and regulations made suitable to the peculiarities of our local community conditions."

In answering this argument, let us call attention to the fact that Federal aid is now being given to the states for vocational education, for school lunch rooms, and for building facilities in defense impacted areas. If the people through their representatives in Congress want Federal aid without Federal controls, circumstances and conditions upon which grants will be made can be specified in the act providing such aid. Since no one anticipates that the Federal Government will take over the entire burden of financing public education, there will continue to be avenues for both State and local governments to work within their respective financial resources.

and many other questions will need to be answered before it can be determined why a larger percentage of boys and girls from county units consider graduation from high school the end of their formal education.

Board Allocates Second \$25 Million Fund to County and City Administrative Units

Allocation of the second \$25 million of the State School Plant Construction and Improvement Fund of 1953 between county and city administrative units was made by the State Board of Education on January 5.

The formula for distributing this fund was approved at the December meeting of the Board and allocations to the 100 counties were made. The allocation in January was based on average daily membership in the 174 administrative units. Deductions of $\frac{1}{2}$ of one per cent for administration amounting to \$31,250.00 and \$17,285.67 for bond sales expense were made and pro-rated among the units.

Based on average daily membership the allocations to counties as a whole for the entire 1953 Fund ranged from \$169.13 in Dare County to \$34.32 in Guilford. Average per pupil allocation for the State was \$51.84.

Percentage of the State's total economic ability as determined by the Board ranged from 2.3010% of the whole in Mecklenburg to only .4833% in Avery.

In average amount of local funds raised annually per pupil for the period 1945-46 through December 31, 1955, ranged from \$84.50 in Mecklenburg including Charlotte to \$2.40 in Clay. State average was \$23.40.

Ten counties including city units within their borders making greatest effort to provide funds from local sources were:

Mecklenburg	\$84.50
Wake	60.04
Davidson	58.55
Forsyth	56.11
Burke	50.46
Guilford	50.14
Lee	49.30
Stanly	49.05
Caldwell	48.59
Alamance	48.18

Ten counties making least effort on this basis were:

Clay	\$2.40
Currituck	2.66
Watauga	3.70
Swain	3.79
Tyrrell	4.03
Avery	4.58
Warren	4.83
Hyde	4.94
Bertie	5.05
Dare	5.21

Reply to "Ideas" Request

In the September number of this *Bulletin*, a request was made for ideas for improving this publication. Since there were only a few replies to that request, it is assumed that the *Bulletin* is generally satisfactory.

There were several suggestions, however, to which replies should be made. One reader suggested the addition of "color". Taking this word literally, ye editors reply that publications printed at public expense are limited to few black and white reproductions. If by "color", feature articles is meant, we reply that such writing requires more time than straight news writing. Then, too, ye editors do not have access to materials which permit this sort of writing. Our space is limited and usually "color" articles are longer than news or review articles.

And that brings us to another suggestion—review new materials—to which we reply that more articles of this kind are being included in the *Bulletin* this year.

A third suggestion concerned our "MAKING TODAY'S NEWS" column. This reader thought that these notes should be more up-to-date, meaning that they were a month or so old before printed in the *Bulletin*. This is true, but since we rely on a clipping service as the source for these items, they are used as early as possible. The name of the column is perhaps a misnomer, but we had in mind by the word "Today", this year or approximately this time, and not strictly this month, this week, or today.

Another suggestion was the use of contributing editors. We are always glad to have articles from contributors. However, we reserve the right to rewrite accepted articles to the *Bulletin's* style.

Percentage Promotions Better Than 5 Years Ago

An average of 93.3 per cent membership in the public schools in 1953-54 was promoted, or graduated in the case of the twelfth grade, according to a recent study by H. C. West, Statistician for the State Department of Public Instruction.

This percentage was 2.7 better than the figure five years ago. Mr. West's study shows. Based on race, 94.6 per cent of white pupils and 90.0 per cent of Negro pupils in membership were promoted in 1953-54. Largest increase since 1948-49 was for the Negroes, 4.5 per cent more, whereas the percentage for whites was 1.8 per cent better than five years ago.

Further analysis of the figures, according to the study, shows the greatest change to greater percentage of promotions took place in the elementary grades. In these grades there was a percentage of 93.5 per cent promotions in 1953-54. This was 3.3 per cent higher than five years previous. In the high schools, on the other hand, the percentage of promotions in 1953-54 was 92.4, or just 3 per cent better than in 1948-49.

Increase in percentage of promotions during this five-year period for Negro pupils in elementary schools was from 84.9 to 90.1 per cent or 5.2 per cent better. In elementary schools for white students the increase during the same period was from 92.7 to 95.0 per cent, or 2.3 per cent better.

Greatest improvement in promotion percentages took place in the first grade, where the percentage for white children rose from 88.1 to 92.0 per cent, 3.9 per cent better, and from 76.1 to 84.6 per cent, or 8.5 per cent better in the case of Negroes. Greater increases were also noted for Negroes than for whites in other elementary grades, but in each instance the percentage was lower in the first instance and was still lower in 1953-54 than comparable grade percentages for white children.

Based on these findings and as a summary, the study shows for the schools as a whole that there was in 1953-54 an overall loss of 6.7 per cent among those who remained members of the school system. In the case of white students, this loss was 5.4 per cent, whereas among Negroes it was 10.0 per cent.

This study, it should be noted, does not take into consideration drop-outs.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Board Approves Funds For School Plants

Applications for funds from the State School Plant Construction and Improvement Fund of 1953 in the total amount of \$401,531.30 were approved by the State Board of Education at its January 4 meeting. This brings the total so far approved from this fund to \$17,995,772.17.

Projects approved in January included a new plant for Morganton to cost \$12,957.02, a new plant in Harnett County to cost \$237,148.50, and renovation of facilities for the Clyde school in Haywood County to cost \$23,867.84.

Dr. Fink Participates In South Carolina Meeting

Dr. Robert M. Fink, consultant in mental hygiene for the North Carolina Department of Public Instruction, participated in the two-day conference on human growth and development held at the Greenville General Hospital in Greenville, South Carolina, January 30-31.

Dr. Fink summarized and evaluated the conference in terms of purposes content and techniques of working. This is the second successive year which Dr. Fink has shared the program of the Human Growth and Development Institute, which is now in its fifth year of service to this area.

The program was featured by panels, discussions, and addresses. One panel was centered around "Problems of the Maturing Age". Addresses included "Physical Development and Its Relation to Sexual Maturity in the Adolescent", by Dr. Judson Van Wyck, professor of endocrinology, University of North Carolina Medical School; "Growth and Psychological Needs of the Adolescent", by Dr. E. L. Youngue, instructor, clinical neurology, University of Pittsburgh School of Medicine; "Spiritual Growth and Preventive Religion of the Adolescent", by Rev. John A. Pickney, rector, St. James Episcopal Church, Greenville, South Carolina; and "Educational Horizon for Today's Youth and Tomorrow's Parents", by Dr. William L. Pressly, president, the Westminster Schools, Atlanta.

This institute on human growth and development is sponsored annually by the Community Council of Greenville County and is a United Fund service.

NCEA Sets 3-Point Legislative Program

The Legislative Committee of the North Carolina Education Association recently set a three-point legislative program for 1957.

The three-point program calls for: (1) a minimum salary of \$2,600-\$4,100 for a four-year college graduate with an A certificate; (2) an extended term of employment of two weeks, based on the \$2,600-\$4,100 salary scale; and (3) clerical assistance for schools.

According to Mrs. Lucille Allen, Chairman of the Committee, who made the announcement, "the number one problem facing public education in North Carolina is a lack of properly qualified teachers."

"The time has come," Mrs. Allen stated, "when North Carolina citizens must face three facts: (1) North Carolina's administrators are finding it virtually impossible to employ enough teachers to staff our schools; (2) of those being employed, too many lack proper qualifications; and (3) this situation is certain to grow worse as the school enrollment increases in immediate years ahead."

The present minimum State salary schedule for an A certificate is \$2,430. The maximum is \$3,420 annually.

In naming teacher supply as the imperative need, Mrs. Allen said that the committee followed a mandate from NCEA local units, and recommendations of six State regional White House Conferences. She referred to a poll of NCEA members in which incomplete returns show 16,000 teachers, principals and superintendents overwhelmingly expressed the opinion that the best way to provide an adequate supply of qualified teachers is to increase teacher income.

One of the recommendations of the White House Conference Report, Mrs. Allen stated, was that "adequate salaries will do more to alleviate the teacher shortage than anything else."

World Education

Out of every ten school-age children in the world, five are still not in school, four are in primary schools and one is receiving post-primary education, according to "World Survey of Education", a new UNESCO handbook of educational organizations and statistics. Presenting a world picture of education, the handbook covers 200 countries and territories. Separate sections take up the state of education in each nation.

More Veterans Enroll in State's Colleges

More war veterans are enrolled in the State's institutions of higher learning this year than last, according to a recent study of college enrollments.

Of the total 49,202 students enrolled this year, the study shows, 8,714, or 17.7 per cent, are war veterans. Last year, there were 45,358 college students, of which number 6,475, or 14.3 per cent, were veterans. This increase in veteran enrollment is accounted for because of the return of those who served in the Korean conflict, according to Dr. James E. Hillman, who made the study.

The increase is divided according to race as follows: white, 1,793; Negro, 438; Indian 8. Or when divided according to public and non-public institutions, the increases are: public 1,659; non-public, 580. Or divided still further the increase of veterans in senior colleges is 1,851, whereas in junior colleges there are 388 more veterans this year than last.

Note—These figures do not include enrollments in three small Bible colleges of the State and the enrollment at Southeastern Baptist Theological Seminary.

Russia To Use Education To Expand Communism

"Soviet Russia now plans to win the world to communism not by force of arms but by education," declares former Senator William Benton, fresh from a month behind the Iron Curtain.

Senator Benton also said that Russia's aim is schooling through the tenth grade for all by 1960, which has already been achieved in 120 largest cities. "Russia's force-fed system packs into ten years what U. S. schools do through college. Every student capable of advanced education gets it free."

"U.S.S.R. is almost a decade ahead of us in audio-visual education. Every university has a professor of the science of motion pictures. One typical university will produce 42 new training films this year.

"Libraries in major cities operate around the clock. Students fill available places day and night. Pressure of home work is so great that the government had to pass a law forbidding study on Sunday."

Fund Warns That Traditional Approaches Are Not Adequate for Securing Teachers

Traditional approaches to the problem of securing enough teachers for the Nation's youth will not be adequate to meet the unprecedented needs of the next ten to fifteen years, according to the Fund for the Advancement of Education. Moreover, this organization states, the quality of American education may progressively deteriorate unless schools and colleges devise bold and imaginative methods of making better use of the good teachers they have now.

In a report entitled *Teachers for Tomorrow*, the Fund points out that steeply rising enrollments will present a number of serious problems to U. S. schools and colleges, but overshadowing all others will be the problem of securing enough good teachers. "If we preserve the present arrangements which govern the recruitment, training, and utilization of teachers," the Fund states, "we can almost certainly expect a progressive erosion of quality. Alternatively, with a liberal application of imagination, boldness, and effort we may guide the course of change toward better rather than poorer quality."

The report estimates that over the next ten years it would take more than half of all college graduates of every variety to meet the need for new school teachers. In recent years, about one-fifth of college graduates have entered teaching. At the college level, the report continued, the need for new teachers will far outstrip our annual output of Ph.D.'s, with the result that by 1970 a student's chances of being taught by a Ph.D. are likely to be only half what they are today.

"Under the present pattern of teacher recruitment and utilization," the report continues, "it will be impossible to secure anywhere near enough good teachers for our schools and colleges." No detailed blueprints for solving the problem are presently available, the report notes; but several promising experiments aimed at extending the effectiveness of outstanding teachers are now being tested in U. S. schools and colleges, while others have yet to be devised.

Major findings of this study include the following:

- Children born since World War II will tax our educational system severely for 20 years to come. By 1960, elementary school enrollments will be 28 per cent above 1954; and by

1969 secondary enrollments will be more than 70 per cent above the 1954 level. College enrollments are likely to double within 15 years.

- The educational task will not be evenly distributed among the states, or among communities within each state in view of the wide variations in migration and in the level of post-war births.
- On the basis of present student-teacher ratios, U. S. public and private schools will need to expand their total teaching force more in the next ten years than in the past 35; while colleges and universities will have to add more teachers in the next 15 years than in all their previous history.
- The shortage of qualified elementary and secondary teachers is growing more acute each year, and more and more "emergency" teachers are being hired. Even now, there is a shortage of qualified college teachers in some fields; after 1960 the present recruitment difficulties are likely to seem trivial by comparison—even for the strongest colleges and universities.
- Quality, and not quantity, is the essence of the teacher shortage problem. Temporary expedients that concentrate merely on numbers are likely to mean long-range deterioration in the quality of education provided America's youth.
- The teachers of tomorrow must come from three main sources—those whom we now have, the young people coming up through schools and colleges, and college-educated adults who might be attracted into teaching. Additional efforts are clearly needed to tap all of these important sources. Yet, under present conditions, these sources cannot be expected to meet fully the Nation's needs.
- The teaching salary structure has major weaknesses which prevent, through raised salaries *per se*, an actual solution to the teacher-shortage problem: (1) The general level is too low, far lower than average earnings in competing fields, especially for men. (2) Starting salaries are too low compared to what able young people, especially men, can earn in other fields. (3) Advancement is not based on performance; the best and the mediocre move up

the salary ladder together on the basis of time served and credits accumulated. (4) Top salaries, especially, are much too low; unlike other professions there are no outstanding rewards for the most outstanding people. As a result, many of our ablest young people choose careers where the prospect of high rewards are greater.

- Use of skilled manpower in education has changed relatively little in half a century. Teaching stands in paradoxical contrast to other fields, such as medicine, engineering, and architecture, in which a professional revolution over the years has produced a steadily more efficient use of skilled manpower. In professions other than teaching gradations of ability are usually recognized. By and large, the most skillful members of a profession serve more people than the less skilled and are rewarded accordingly; but in our schools and colleges the best teacher usually serves no more students than the mediocre teacher.
- Teaching as presently organized inevitably wastes highly trained manpower in three conspicuous ways: (1) by burdening qualified teachers with a host of non-professional tasks; (2) by assigning essentially the same functions and degree of responsibility to the best and poorest teachers alike; and (3) by failing to unleash the student's own natural capacity and propensity to learn.
- Mounting apprehension over the serious threat to the quality of education has led a growing number of educators and laymen to the view that the whole problem of numbers and quality and salaries is intimately related to the manner in which the teacher's talents are employed.
- A number of schools and colleges have embarked upon experiments in the better utilization of teachers, not with the aim of working them harder, but with the aim of making better use of their professional talent and extending their effectiveness. These experiments include: (1) Giving older and more advanced students an opportunity to participate in the instruction of younger students, thereby sharpening their own perceptions and relieving regular teachers of sub-professional tasks. (2) Cutting down on the amount of "spoon feeding" and giving students greater opportunity for independent study and creative work. (3) Using carefully selected

Bomar To Teach at Carolina During Spring Semester

Cora Paul Bomar, State Library Adviser, has been given a leave of absence from the State Department of Public Instruction for the first half of 1956, to teach in the School of Library Science at the University of North Carolina. Miss Bomar will replace Margaret E. Kalp, who will continue her Ph.D. program in Chicago.

Eunice Query of the library science department at Appalachian State Teachers College will take Miss Bomar's place in the State Department during the next six months; and Mrs. Eloise Camp Melton, formerly State Library Adviser, now living in Boone, will teach Miss Query's classes while she is working with the State Department.

"This four-way exchange of personnel," declares Miss Bomar, "has possibilities of helping each individual and each situation involved. After June 1, a report describing the benefits of this exchange program in the State will be in order."

Miss Bomar's professional preparation and her practical library experiences at several levels should enable her to make a very positive contribution as a teacher in the University. Similarly, the unique backgrounds of all others involved in this four-way switch should result in new insights for many individuals. The June evaluation of this project may give promise of further similar exchanges.

teacher aides to relieve the classroom teachers of clerical, housekeeping, and other non-professional tasks. (4) Employing television to extend the effectiveness of outstanding teachers.

Here again is an indispensable source of accurate, up-to-date, and valuable information for administrators, teachers of social problems, school board members, and other civic leaders. Not only is the current teacher shortage alarming; it is equally distressing that so few people recognize the tragic facts which face us as a nation, unless immediate action on a widespread scale is undertaken. This bulletin furnishes many of the facts which should challenge all of us to prompt and intelligent action. Copies of Teachers for Tomorrow may be ordered by writing the Fund for the Advancement of Education, 655 Madison Avenue, New York 21, New York.

Comparative Study of Teaching Salaries Reveals Many Interesting Situations

Teaching Salaries Then and Now, a 50-year comparison with 29 other occupations and industries, shows to what extent the teaching profession has suffered on a comparative basis over the years. This study was carried on by Beardsley Ruml and Sidney G. Tickton for *The Fund for the Advancement of Education*.

"The purpose of this study is to examine and to interpret available statistical information bearing on the changes in the economic status of the teaching profession that have occurred in this country over a period of years and to compare these changes with those in other professions and occupations. In this way, we hope to find evidence of both absolute and relative movements of the economic position of teachers at all levels, from grade school through the university, and of educational administrators as well."

This study, based on existing statistical material, warns the reader against mass comparison of teaching as a whole with other work as a whole.

Among the highlights revealed by this investigation are the following:

1. Taking the teaching profession as a whole, there has been little or no absolute deterioration in salaries except at the top.

2. All public school teachers other than those in big city high schools have gained; and the big city high school teachers have held their own.

3. Instructors have improved their absolute position and associate and assistant professors have also come out about even.

4. The serious absolute losses have occurred in the compensation of educational executives at all levels and in that of university teachers of the highest professional rank.

5. The relative deterioration of educational salaries, except for elementary school teachers, is very much worse than the absolute deterioration; and it applies to groups where absolute deterioration has been negligible. For example, teachers in big city high schools now averaging \$5,526 would require an average of \$9,400 to give them comparable economic status today with 1904. Principals in high schools in large cities, now averaging \$9,156 would require \$23,800 to give them the relative economic status they had in 1904.

6. There are marked contrasts within the teaching profession with the great relative deterioration at the top. Elementary school teachers in big cities have gained 60% in purchasing power in 50 years, instructors in universities 38%. But the big city high school principals have lost 30% and university professors 2%, which is only an average figure, and badly understates deterioration at the top.

7. Because the greatest deterioration is at the top where the number of individuals is relatively small, the aggregate amount of money required to correct the situation is substantially less than it would be if the requirement applied straight across the board. As far as individuals are concerned, the increases indicated would be very large indeed, and the correction should be made over a period of time and on a merit basis.

9. The deterioration at the top is so great that it affects the attractiveness of the academic career as compared to other professions and occupations. The ablest young men and women eligible for graduate and professional training are not turning to education as they once did and as the nation's needs require. The graduate schools do not have students in the numbers and the quality that are desirable; and in the academic subjects, scholarships and fellowships are required to lure them in. No such subsidy is required to fill professional schools of medicine and law, and in these schools there is the necessity of selective admission so that the quality of the profession is likely to be maintained.

This investigation analyzes "reasons why" and points out certain "implications" and "responsibilities".

TEACHING SALARIES, THEN AND NOW is a valuable document for all teachers and administrators who wish to keep abreast with current and authentic research. The publication may be requested, without charge, from "The Fund for the Advancement of Education", 655 Madison Avenue, New York 21, New York.

ENROLLMENT IN NORTH CAROLINA INSTITUTIONS OF HIGHER LEARNING INCREASES

3,844 GREATER THIS YEAR THAN YEAR AGO

20.8 PER CENT GREATER THAN FOUR YEARS AGO

GREATEST PERCENTAGE INCREASE AMONG JUNIOR COLLEGES

Enrollment in North Carolina's institutions of higher learning this year is 3,844 greater than was the case a year ago, according to figures recently compiled. This is 8.5 per cent greater than last year; or 20.8 per cent greater than four years ago, when a low enrollment of 40,739 was reached following the peak enrollment of 47,071 in 1947-48. Current enrollment is now 49,202. This enrollment is increased to 49,800 if certain Bible colleges and the Southeastern Baptist Theological Seminary, not listed, are included. Enrollment in senior colleges increased 6.6% in 1955-56 over such enrollment in 1954-55. During the same period enrollment increased 22.2% in junior colleges.

The two tables presented in this issue of this publication show college enrollments as of October 1 for each year. Table I gives a summary by sex and race of enrollment in all institutions from 1946-47 to 1955-56. Table II presents these facts for each institution

Enrollment in public senior colleges increased 1,892, or 8.2%.
Enrollment in private senior colleges increased 730, or 4.3%.
Enrollment in public junior colleges increased 209, or 22.6%.
Enrollment in private junior colleges increased 1,043, or 22.2%.

Freshmen
There were 1,460 more freshmen enrolled in North Carolina's institutions of higher learning in 1955-56 (as of October 1) than the preceding year. This figures a 9.1% increase.

Freshmen from North Carolina schools increased 489, as 3.9%; whereas freshmen from out-of-State schools increased by 971, or 20.4%.
In other words, the proportion of freshmen from out-of-State increased from 20.6% of all freshmen in 1954-55 to 24.3% of the total number of freshmen enrolled in 1955-56.

II. Enrollment in North Carolina Colleges
(AS OF OCTOBER OF EACH YEAR)

Institution	Men		Women		Total
	1954-55	1955-56	1954-55	1955-56	
SENIOR COLLEGES					
1. PUBLIC-WHITE					
University, Chapel Hill	4,993	5,411	1,068	1,164	6,061
State College	4,228	4,738	2,522	2,755	6,983
Woman's College	67	84	2,335	2,429	2,500
East Carolina	1,178	1,405	1,185	1,420	2,603
Western Carolina	567	671	330	377	897
Total	11,678	13,085	5,775	6,213	17,393
NEGRO					
Agricultural & Technical	1,481	1,644	641	660	2,122
North Carolina	529	550	877	811	1,361
Elizabeth City	109	102	330	272	439
Fayetteville	159	167	467	350	517
Winston-Salem	210	241	586	588	796
Total	2,488	2,704	2,901	2,681	5,389
INDIAN					
Pembroke	59	61	102	91	161
TOTAL PUBLIC SENIOR	14,165	15,850	8,778	8,985	23,835
2. PRIVATE-WHITE					
Atlantic Christian	286	364	210	242	496
Black Mountain	17	17	10	16	27
Catawba	377	444	162	194	539
Duke	3,842	3,656	1,194	1,524	5,180
Elon	669	667	215	200	884
Flora Macdonald	19	24	272	276	295
Guilford	332	439	132	192	524
High Point	554	588	301	296	850
Meridian	53	53	613	627	680
Montreat	2	0	179	189	191
TOTAL PRIVATE SENIOR	6,862	7,506	2,821	3,161	9,983
TOTAL SENIOR	21,027	23,356	11,599	12,546	33,913

JUNIOR COLLEGES					
1. PUBLIC-WHITE					
University, Chapel Hill	4,993	5,411	1,068	1,164	6,061
State College	4,238	4,738	2,522	2,755	6,993
Woman's College	67	84	2,335	2,429	2,500
East Carolina	1,178	1,405	1,185	1,420	2,603
Western Carolina	567	671	330	377	897
Total	11,678	13,085	5,775	6,213	17,393
2. NEGRO					
Agricultural & Technical	1,481	1,644	641	660	2,122
Elizabeth City	199	202	330	372	571
Fayetteville	159	167	467	350	517
Winston-Salem	210	241	586	588	796
Total	2,449	2,704	2,081	2,589	5,038
INDIAN					
Total	59	61	102	91	161
TOTAL PUBLIC SENIOR	14,185	15,850	8,778	9,385	23,933
2. PRIVATE-WHITE					
Atlantic Christian	286	364	210	242	496
Black Mountain	17	17	10	16	27
Catawba	377	444	162	194	539
Duke	3,842	3,656	1,194	1,524	5,180
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Montreat	2	0	179	189	191
TOTAL PRIVATE SENIOR	6,862	7,506	2,821	3,161	9,983
TOTAL SENIOR	21,047	23,356	11,599	12,546	33,913

Some other facts revealed by this table are the following:

- Men constitute 61.1% of the present total college enrollment; ten years ago they constituted 63.3% of the total.
- 64.4% of the white college enrollment of the State are men; the comparable percentage ten years ago was 67.1%.
- Men constitute 45.5% of total Negro enrollment today, whereas ten years ago 43.9% were men.
- Only 40.1% of the Indian college enrollment this year are men; whereas ten years ago this percentage was 56.6.

Table II

Some of the facts disclosed by this table are the following:

- Enrollment in public institutions has increased 2,101, or 8.8%, since 1954-55, a one-year period.
- Enrollment in private institutions during the same period has increased 1,743, or 8.1%.
- Enrollment in public institutions for white race increased 2,026, or 11.2% during this one-year period.
- Enrollment in public institutions for Negroes increased 84, or 1.5%.
- Enrollment in private institutions for whites increased 1,664, or 8.8%.
- Enrollment in private institutions for Negroes increased 79, or 3.0%.
- Enrollment in the one institution (public) for Indians decreased 9, or 5.6%.
- Enrollment in all senior colleges increased 2,622, or 6.6%.
- Enrollment in all junior colleges increased 1,222, or 22.2%.

Year	Total	N.C.	State	% O.S.
1955-56	6,457	5,522	935	14.5
1945-55	5,969	5,294	675	11.3
Increase	488	228	260	53.3
% increase	8.2	4.3	38.5	

I. Enrollment in North Carolina Colleges			
(AS OF OCTOBER OF EACH YEAR)			
Year	Men	Women	Total
WHITE			
1946-47	24,403	11,654	36,057
1947-48	26,823	11,977	38,800
1948-49	29,754	12,233	41,987
1949-50	32,032	12,553	44,585
1950-51	33,542	12,835	46,377
1951-52	35,421	13,271	48,692
1952-53	37,136	13,695	50,831
1953-54	38,951	14,136	53,087
1954-55	40,661	14,462	55,123
1955-56	42,381	14,792	57,173
NEGRO			
1946-47	3,481	4,443	7,924
1947-48	3,597	4,610	8,207
1948-49	3,723	4,700	8,423
1949-50	3,850	4,800	8,650
1950-51	3,976	4,911	8,887
1951-52	4,102	5,023	9,125
1952-53	4,228	5,135	9,363
1953-54	4,354	5,247	9,601
1954-55	4,480	5,359	9,839
1955-56	4,606	5,471	10,077
INDIAN			
1946-47	69	53	122
1947-48	79	52	131
1948-49	88	57	145
1949-50	97	61	158
1950-51	106	65	171
1951-52	115	68	183
1952-53	124	71	195
1953-54	133	75	208
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1950-51	34,813	17,582	52,395
1951-52	36,544	17,933	54,477
1952-53	38,275	18,284	56,559
1953-54	40,006	18,635	58,641
1954-55	41,737	18,986	60,723
1955-56	43,468	19,337	62,805

I. Enrollment in North Carolina Colleges			
(AS OF OCTOBER OF EACH YEAR)			
Year	Men	Women	Total
WHITE			
1946-47	24,403	11,654	36,057
1947-48	26,823	11,977	38,800
1948-49	29,754	12,233	41,987
1949-50	32,032	12,553	44,585
1950-51	33,542	12,835	46,377
1951-52	35,421	13,271	48,692
1952-53	37,136	13,695	50,831
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Shreve-Ole-Reds	267	256	523	631
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St. Augustine's	157	195	352	445
Total	806	897	1,703	2,201
TOTAL PRIVATE SENIOR 10,035 6,887 7,343 16,922 17,652				
3. GRAND TOTAL SENIOR 24,200 26,159 15,665 16,328 39,865 42,487				
JUNIOR COLLEGES				
1. PUBLIC-WHITE				
Asterville-Biltmore	210	203	98	114
Charlotte-Mecklenburg	137	217	113	61
Wilmington	137	217	113	61
Total	524	629	224	200
NEGRO				
Carver	123	172	28	46
Wilmington	14	28	11	13
(Old-Campus)**	137	200	39	176
Total	274	400	78	255
TOTAL PUBLIC JUNIOR 861 889 283 284 1,153				
2. PRIVATE-WHITE				
Brevard	89	154	130	219
Chowan	168	187	112	105
Edwards Military Institute	108	133	102	108
Gardner-Webb	267	292	129	137
Leicester	121	220	81	100
Louisburg	417	520	445	473
Mars Hill	121	220	81	100
Montreat	121	220	81	100
Oak Ridge	54	68	70	154
Peace	0	0	212	243
Presbyterian	206	370	132	210
Sacred Heart	91	108	2	5
St. Marys	2	**	172	222
St. Marys	2	**	172	222
Warren Wilson	70	85	73	143
Wingate	180	280	70	110
Total	2,265	3,053	2,270	2,553
NEGRO				
Immanuel Lutheran	15	16	19	34
Total	15	16	19	34
TOTAL PRIVATE JUNIOR 2,280 3,049 2,289 2,533 4,569 5,552				
3. GRAND TOTAL JUNIOR 2,941 3,913 2,552 2,797 5,493 6,715				
TOTAL SENIOR AND JUNIOR				
PUBLIC				
Asterville-Biltmore	14,826	15,719	9,041	9,249
Charlotte-Mecklenburg	12,142	13,754	5,999	6,433
Negro	2,625	2,904	2,940	2,745
Indian	59	61	102	91
Total	29,652	31,634	18,082	18,518
PRIVATE				
Carver	12,315	13,358	9,476	9,876
Wilmington	11,494	13,445	7,336	5,059
Negro	11,494	13,445	7,336	5,059
Total	23,809	26,803	16,812	14,935
GRAND TOTAL				
Asterville-Biltmore	27,441	30,077	18,217	19,135
Charlotte-Mecklenburg	23,446	26,658	14,780	15,868
Negro	2,446	2,817	2,826	2,626
Indian	59	61	102	91
Total	52,391	59,603	35,927	37,710
* Division as to men and women in 1954-55 estimated by University.				
** St. Augustine's and Presbyterian Teachers in 1954-55.				
*** Not operated as college in 1955-56.				

North Carolina Gets Good Return on Regional Education Contracts

North Carolina is getting 100 per cent return on its investment in regional education contracts, a recent survey by the Southern Regional Education Board has revealed.

During the 1954-55 school year, the State contracted for 70 students to study medicine, dentistry, veterinary medicine, and social work in institutions of other states under the SREB's regional contracts program. Of those students, 13 were 1955 graduates ready to start work in their chosen careers. The survey by the SREB revealed that all of these graduates returned to North Carolina to practice and work.

This means that the regional education program is helping North Carolina and the rest of the South to retain its best-trained youth, which is one of the basic concepts of the regional education compact.

North Carolina spent \$79,750 through the regional contracts program last year, paying at the rates of \$1,500 for each student in medicine and dentistry, \$1,000 per veterinary medical student, and \$750 for each student in social work.

These contracts are not scholarships, but merely interstate agreements which allow a state to send students to another state's medical, dental, veterinary, medical, or social work school when such facilities are not available in the home state. North Carolina thus sends students to other states, pays the set amount per student to the Southern Regional Education Board, which, in turn, passes the money on to the receiving school.

North Carolina also receives students from other states. Last year, 36 students were studying medicine in this State under regional contracts, 32 at Duke University and 4 at Wake Forest College. The receiving school waives out-of-state tuition, but other than that, the student pays his own way.

Regionally, the plan has returned 95.3 per cent of the graduates replying in the survey to their own states. Of those replying, another 2.1 per cent settled in other states of the region, while only 2.6 per cent went outside the South.

Institutions cooperating in the regional program graduated 255 students under contracts in all fields in 1955, six from North Carolina institutions. Of these, 234 replied in the SREB survey. Of those replying, 223 stayed in their

Miss Bomar Contributes To Library Magazine

"School Libraries in North Carolina", by Cora Paul Bomar, library adviser with the State Department of Public Instruction, is one of the leading articles in the December issue of *Junior Libraries*, monthly publication for librarians and teachers.

In this article, Miss Bomar traces the growth of school libraries in the State; and emphasizes that "the main objective of the office of State School Library Adviser is to aid in developing, improving, and promoting school library services in all the public schools of North Carolina." The library adviser in North Carolina, as the name implies, works in an advisory capacity; and is able, therefore, to work creatively in an atmosphere of mutual cooperation.

Miss Bomar shows in this article one way whereby schools without trained librarians can, nevertheless, have good library services through the cooperative efforts of all teachers.

JUNIOR LIBRARIES is a monthly supplement to *LIBRARY JOURNAL*; and has value for all teachers as well as librarians. No other magazine presents so many book reviews as this combination. Last year, for example, 338 books were completely reviewed. In instances where the *JOURNAL* cannot recommend a book unreservedly, a unique method of letting the reader decide the merits of a book is employed. For those who want only reviews of books below adult level and news of elementary and junior high library activities and ideas, subscription should be for *Junior Libraries*, 62 West 45th Street, New York 36. Price: \$2.05 per year.

home states, five were residing in other Southern states, and six moved outside the region.

The Southern states spent \$1,314,175 on the contract program last year, representing fees paid out for 1,004 contract students.

The states participating in the program include Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

Vanderbilt to Issue Race Relations Law Mag.

THE RACE RELATIONS LAW REPORTER, first legal reporting service in the nation devoted exclusively to this swiftly developing field of law, will begin publication in February at Vanderbilt University in Nashville, Tennessee.

Announcement of the new service was made by Dean John W. Wade of the Vanderbilt School of Law. The school is sponsoring the publication through a foundation grant.

"The U. S. Supreme Court's sweeping decisions in the racial segregation cases have set the stage for far-reaching developments in American life and our service will report these developments from the legal viewpoint," said Dean Wade.

The new professional magazine will publish decisions of courts, provisions of state constitutions, acts of state legislatures, ordinances of municipalities, opinions of attorneys-general, regulations of state departments of education, and rulings of local boards of education.

A large part of the material presented will be concerned with segregation in the public school systems. The service also will report on similar matters in connection with transportation, recreation, and other areas where legal questions are presented. The publication will be strictly objective, Dean Wade stated. It will not editorialize, nor express opinions on the legality of particular plans or procedures in regard to segregation.

The magazine is designed primarily to provide educators, education administrators, attorneys, public officials, and others, with basic legal materials beginning with the 1954 decision of the Supreme Court in the School Segregation Cases. Legal background articles and bibliographies will be included. Subscriptions will be offered at \$2 for the six issues a year.

Private Schools Increase in Demand

Cautious growth and possible enrollment in the face of near-capacity enrollments are the principal aspects of the nation's leading private schools today, according to a survey now being made by Porter Sargent, Boston, publisher of a directory of private schools.

With more than half of the reports tabulated from 800-odd schools which will be listed in the 37th Edition of Porter Sargent's Handbook of Private

Schools, the high academic standards and low student-teacher ratios appear to be the main concern of independent school educators. While the post-war decade has seen a tremendous increase in the demand for private schools, headmasters, and headmistresses are not allowing themselves to be stampeded into a gross expansion of enrollments and facilities.

The student-faculty ratio of 10.3 to 1 in private schools has remained fairly constant in the past ten years in an effort to insure individualized education for some 200,000 students in the nation's leading private schools. By contrast, the objective of 25 students to every teacher in the public schools has been set by the National Education Association, a goal which is increasingly difficult to meet in the face of "the population glacier" now moving through schools everywhere in the country.

Enrollment in private schools is being governed by the ability of the private schools to expand the facilities and teaching staff. Growth at the rate of about 3 per cent per year has been evident, offering opportunities for more students than in the past. More applicants than ever before, however, are appearing before private schools' admissions officers. The trend is for larger enrollments at an earlier age.

Agencies Issued Licenses by Welfare Department

Licenses issued last November by the State Department of Public Welfare to solicit funds in North Carolina in accordance with the State solicitation law included the following: American Freedom Association, Children's Home Society of North Carolina, Eliada Home for Children, Faith Cottage Maternity Home, Florence Crittenton Home, Gardner-Webb College, Human Betterment League of North Carolina, James E. Shepard Memorial Foundation, New Farmers of America (North Carolina Association), North Carolina Association of Parents and Friends of Mentally Retarded Children, National Foundation for Infantile Paralysis, United Medical Research Foundation of North Carolina, American Foundation for the Blind, American-Korean Foundation, Associated Missionary Society, and Cooperative for American Remittances to Everywhere or CARE.

Piney Woods County Life School was denied license to solicit in North Carolina. Also Gordon Pace (deaf), the Department release reports, has not been licensed to beg in accordance with the law governing transient solicitors.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

February 13-14

—Third Annual Conference on Teaching the Social Studies, "New Emphasis in the Teaching of Geography," Duke University, Durham.

February 18-23

—American Association of School Administrators, Atlantic City, N. J.

March 3

—North Carolina Vocational Guidance Association, Duke University, Durham.

March 7-9

—Thirty-Sixth Annual Convention, American Association of Junior Colleges, Hotel Statler, New York City.

March 11-17

—Girl Scout Week.

March 14-17

—National Science Teachers Association, Washington, D. C.

March 19-23

—Annual Conference, Association for Supervision and Curriculum Development, New York City.

March 19-24

—National Council of State Consultants in Elementary Education, Washington.

March 22-24

—North Carolina Education Association, Asheville

March 22-24

—North Carolina Teachers Association, Raleigh

March 26-29

—Association for Childhood Education International, Washington.

April 1-6

—Third American Film Assembly, Morrison Hotel, Chicago.

Board Member Written Up in National School Paper

William D. Herring, latest member appointed to the State Board of Education, is written up in a national school paper published by the National Citizens Commission for the Public Schools.

The write-up concerning Mr. Herring appeared in the December 15 number of BETTER SCHOOLS. It gave a brief review of his life with special attention to his public service. It referred especially to his youth, 39, and to his service to public education. Some of the services include: Mayor of his home town, Rose Hill, for 11 years; chairman of the Duplin County Board of Education; president of the Duplin County Young Democratic Club; a member of the board of directors of the North Carolina School Boards Association; a member of the Governor's Special Advisory Committee on Public Education; and recently a member of the State Board of Education.

In 1954, the article states, Mr. Herring was chosen by Phi Delta Kappa as "North Carolina's Man of the Year" by English-Brown Post, Veterans of Wars, of Wallace-Rose Hill.

"Youth is not a requirement for public service," the article comments, "but when they start young you get more years of it."

University Announces Scholarships for Teachers

The School of Education of the University of North Carolina has just announced 56 scholarships, fellowships, and assistantships. According to reports received from Dean Arnold Perry of the School of Education, the following awards will be available:

For the 1956 Summer Session: 35 Scholarships for elementary and secondary school teachers, supervisors and administrators at \$100 each; and 16 Du Pont Scholarships for high school science and mathematics teachers at \$250-\$350 plus tuition and fees.

These awards are to be made no later than April 1, 1956.

For the 1956-57 Academic Year: 1 Graduate Fellowship in Education, \$1350; 2 Graduate Scholarships in Educational Administration, \$1500 each; and 2 Du Pont Fellowships for high school science and mathematics teachers, \$1200 each plus tuition and fees.

These awards for the 1956-57 academic year are to be made no later than March 1, 1956.

Teachers, supervisors, and administrators interested in making application for one of the awards should write directly to the Dean of the School of Education at the University of North Carolina, Chapel Hill, requesting application blanks and other information.

Now Is the Time for Action Says Commissioner Brownell

As I reflect upon the thrilling experience of the recent White House Conference on Education, I am reminded of the familiar lines from *Julius Caesar*: "There is a tide in the affairs of men, which, taken at the flood, leads on to fortune."

They dramatize to me the magnificent opportunity that presents itself to us, to take the floodtide of popular sentiment so apparent in the White House Conference and in the thousands of local, State, and regional conferences that preceded it, and to ride it to an unprecedented level of educational fortune.

But I am haunted by Shakespeare's observation on those who fail to seize such an opportunity: "... all the voyage of their life is bound in shallows and in miseries".

I say that this haunts me because it seems to me to be an alternative that faces us in the days that follow the White House Conference.

No crisis in Roman history can have exceeded, either in importance to the people or in dramatic significance, the educational alternatives that face the American people in this moment of decision; no Roman war ever approached the proportions of the struggle which we must now undertake in behalf of our educational ideals.

I only hope that Americans realize the magnitude of the choice that lies before them.

I can give my earnest assurance that the United States Office of Education is making every effort to sustain and to strengthen the ground swell of awakened citizen interest which is now in such evidence; but I must at the same time caution you that I do not believe that any agency of government—at the local, state or Federal level—can of itself carry the Nation on to educational fortune.

Unless we can sustain this truly popular sentiment and convert it into constructive citizen activity at every level, I fear we face a long period of educational "shallows" and "miseries".

I return to *Julius Caesar* to express my conviction that the time for concerted and constructive action is now: "We must take the current when it serves, or lose our ventures."—Reprint from *School Life*, December, 1955.

Statewide Study Completed On Local Retirement Policies

Forty-three per cent, or 65 of the 150 county and city administrative units replying to a recent questionnaire concerning local retirement policies, indicated that they do have local policies on retirement. Seven units stated that plans are underway for adopting retirement policies. Fifty-two per cent, or 78 administrative units, indicated that they did not have local retirement policies and that no plans were underway for adopting such. Eighty-six per cent of the county and city administrative units are represented in this study.

Thirty-eight administrative units among the 150 replying to the questionnaire demand retirement at age 65. One school board indicated that it should not be placed in the position of having to determine who was capable and who was not capable of teaching after age 65.

Employment practices after 65 are determined by necessities accompanying the current teacher shortage and also by a belief in some areas that age

should be only one of the factors considered in relation to retirement policies. Several boards recommend retirement at age 60, but do not require it until 65. Only three require retirement at age 60. In 16 situations employment is continued after 65 by mutual agreement. One administrative unit demands retirement at age 67; another, at 68. Seven units state that retirement is mandatory at 70. One administrative unit requires the annual approval of a physician after age 60.

In a number of city and county administrative units it was indicated that retirement policies are handled on the merits of each individual case. Though the shortage of teachers seems to prompt such policies in a number of situations, there are several units whose school board minutes explicitly declare that "there are other facts much more important than age." Other minutes declare with equal emphasis "age is subordinate to teacher shortage." One city system declares through its school board

The World Educates

Argentina. All children suffering from organic troubles or physical handicaps preventing them from attending school will in the future have the right to be educated freely at home.

Belgium. Secondary school pupils will henceforth have the possibility of choosing either Spanish or Italian as a fourth language of study on the same footing as German.

People's Republic of China. The Ministry of Education has decided that the dialect spoken in Peking, known as *Kowan houa* by the Chinese and as the Mandarin language by the Western nations, shall henceforth be the official language spoken throughout China, and that teaching in this language shall be compulsory and must begin immediately.

France. As a temporary measure and for a period lasting not longer than the school year 1959-1960, it has been decided to reduce to one year the professional training of student-teachers recruited after having passed the baccalaureate examination.

Japan. There are now three times as many women students in the Japanese universities as there were in 1947, according to the latest statistics available.

Mexico. The results of a recent study show that 42% of secondary school pupils can speak a foreign language, particularly English.

U. S. A report published by the University of California states that a thousand million copies of comic books are sold each year in the United States, the outlay thus involved being four times the combined yearly book budgets of all public libraries in the country, and exceeding the total annual amount spent on textbooks in all the nation's primary and secondary schools.

minutes, "We employ teachers on the basis of whether or not they are measuring up to our standards of required performance." One system makes an effort to employ retired teachers on a part-time basis if need and available skill coincide.

In answer to the question concerning whether local funds are available for supplementing State retirement benefits, 5 county administrative units and 14 city administrative units replied in the affirmative; whereas, 77 county units and 54 city units replied in the negative.

Improvement in Instruction Felt Possible Through Cooperative Action Research

Supervisors throughout the State agreed at their annual conference in November that one of the best ways to improve instruction was through "action research". This phrase was interpreted to mean "local cooperative study of those aspects of education which when improved would mean better teaching and better learning. Such study, it was agreed, should involve up-to-date techniques of identifying problems, collecting, interpreting, and evaluating data."

The convention empowered its president to appoint a continuing committee on action research, 1. to keep abreast of what is going on in this vital area throughout the State; 2. to stimulate further activity in action research; and 3. to make recommendations for possible Statewide study by the total supervisory group.

In turn, the State Department of Public Instruction, through its Division of Research under the direction of Dr. Vester M. Mulholland, has offered to assist supervisors, teachers, and administrators on special study projects whether on the local, regional, or State level.

The State Department has indicated that joint endeavors by those interested in finding answers to day-by-day educational problems seems to be the surest way to guarantee continuing interest and enthusiasm in improving instruction. Respecting what is known about scientific methods of investigation, the Department feels, is necessary if results are to serve as foundations on which further progress can be built.

Team Approach Emphasized

The team approach to child guidance is emphasized throughout Professor Driscoll's new booklet, entitled *Child Guidance in the Classroom*, the latest publication in the series, "Practical Suggestions for Teaching". This 91-page publication insists that administrators, specialists, parents, and teachers must coordinate their efforts if children are to be helped in developing ability for meeting the requirements of reality.

This volume, a companion piece to the author's earlier work in this series, *How to Study the Behavior of Children*, suggests that much guidance of children has always been done in the classroom

by teachers of wisdom, warmth, and understanding, and that this must continue. She believes, however, that teachers can learn to give more subtle expression to their fundamental interest in children if they have access to the body of knowledge existing in the area of child guidance.

Child Guidance in the Classroom reveals a balanced point of view on the part of the author; it recognizes the conditions under which learning best takes place; and it is full of practical ideas and illustrations for improving classroom experiences with young students.

The book is divided into four major sections: "Helping Children to Grow Emotionally", "Work with Children in the Classroom", "Work With Parents", and "Help from Administrators and Specialists".

It is to be hoped that many teachers and administrators will find access to this superior approach to child guidance. Experienced teachers, as well as those new to the profession, will find many practical ideas and much inspiration from this unusually sound book.

Child Guidance in the Classroom is published by the Bureau of Publications, Teachers College, Columbia University, New York.

Third ECC Seniors To Teach in Grades

More than a third of the East Carolina College seniors who are doing student teaching during the winter quarter are preparing themselves as teachers in the primary or the grammar grades, according to a report just issued by Dr. J. L. Oppelt, director of student teaching and placement at the college.

Participating in the program are 133 seniors, including 46 men and 87 women. Students gaining practical experience in classrooms in elementary schools number 47. Those teaching in high schools total 86 students, Dr. Oppelt states. The work is being carried on in 17 cities, towns, and communities in the eastern part of the State.

The 47 seniors teaching in elementary schools have assignments in the Wahl-Coates Laboratory School on the campus, the West Greenville and other

city schools, and the Raleigh public schools. Grade levels and the number of seniors working in each are: first 6, second 7, third 6, fourth 3, fifth 9, sixth 6, seventh 7, and eighth 2. One student is teaching art in classrooms of several Greenville schools.

The 86 seniors assigned for classroom work in high schools are teaching in the Greenville High School, seven other high schools in Pitt County, and eight schools in other Eastern North Carolina towns. The various fields of instruction and the number of student teachers working in each are: business 23, health and physical education 13, home economics 12, English 9, social studies 8, science 7, music 6, mathematics 4, and industrial arts 4.

Dr. Oppelt is coordinator of the student teaching program at East Carolina. Supervisors from the college faculty and from the public schools included in the program direct the activities of the East Carolina seniors preparing themselves as teachers.

Sponsors Announce AEW Theme for 1956

Theme for the 1956 observance of American Education Week slated for November 11-17, will be "Schools for a Strong America", according to a recent announcement of the national sponsors.

A new feature of the 36th annual observance of AEW, the sponsors announced, will be "National Teachers Day", scheduled for Friday, November 16, 1956, "as a day for nationwide tribute to teachers for their services to children and to the nation, and as a day to high-light the urgent need for qualified teachers to keep pace with mounting school enrollments." The sponsors said that if singling out a special day to focus attention on the role teachers play proves to be popular, National Teachers Day may become a regular feature of American Education Week.

Other daily topics to be stressed during the week in 1956, in connection with the general theme, are: "Our Spiritual and National Heritage", "Today's Education—Tomorrow's Democracy", "Schools for Safe and Healthful Living", "Schools for Trained Manpower", "A Good Classroom for Every Child", and "Schools for a United America".

American Education Week is sponsored by the National Education Association, American Legion, U. S. Office of Education, and the National Congress of Parents and Teachers.

New Scholarship Plan Announced

In September, 1956, some 350 able young men and women will enter college on a four-year scholarship entirely paid for by a new agency in American education, namely, the National Merit Scholarship Corporation.

The search for these 350 students has already begun. At the invitation of the Scholarship Corporation, high schools throughout the country have started to nominate promising candidates for this benefit. Those selected—after a most thorough screening—will have the right to choose their college and to get as much of the full tuition and living expenses paid for as they need. Some students may need as much as \$6,000 for the four years—a sum which the Corporation will provide, unless the student has access to other funds.

Within a few years, the Corporation hopes to reach a goal of some 4,000 students in the scholarship program. This would cost over \$20,000,000 a year but the Corporation is not overly concerned. It is starting its operation with the largest single sum ever devoted to scholarship purposes: \$20,000,000 from the Ford Foundation; \$500,000 from the Carnegie Corporation; \$600,000 from the Sears-Roebuck Foundation; \$30,000 from Time, Inc. Other groups may add funds within the next several months.

Heading this effort is Dr. John M. Stalnaker. His headquarters will be at 1580 Sherman Ave., Chicago.

A statement issued by the Scholarship Corporation said: "The United States needs educated men and women of high ability—men and women to whose natural talents have been added the benefits of college training. But today, all too many (according to the US Office of Education, 200,000) good students, even among those in the upper quarter of their classes who have made the clearest demonstration that they would benefit most from college, do not go on to college. For many of these, lack of financial means seems to be the deciding factor.

"Over the next decade American colleges and universities will not lack for students. But without new measures to locate the best brains among our youth and encourage their further education in larger numbers than at present, the nation will fall far short of developing its ultimate source of talent."

—Edpress News Letter.

NCEA Sets Up Loan Fund For Prospective Teachers

The Board of Directors of the North Carolina Education Association has set up a fund to be known as the NCEA Loan Fund to be used for the children of the State, Mrs. Ethel Perkins Edwards, executive secretary, recently announced.

The fund will be used to enable the NCEA to assist promising students desiring to enter the teaching profession in financing their college education, Mrs. Edwards said, in explaining its purpose.

The initial endowment of \$10,000 will be from invested funds of the NCEA. Interest on the loan fund and on the loans to students and funds contributed by individuals, will become a part of the NCEA Loan Fund.

To be eligible for a loan from this Fund, a student must meet the requirements as set up by the loan committee and be recommended by a committee of three members made up of the principal and two other persons appointed by the principal from the local community.

Information about details of the Fund have been distributed to high schools and colleges throughout the State. Additional information and details about how to apply for loans may be secured from Mrs. Ethel Perkins Edwards at NCEA Headquarters, Raleigh.

Victim of Fire Often a Child

About 6,000 children of elementary school age (5-14) die every year as a result of accidents—a toll far outranking that in this age group for every other cause of death, including cancer, polio, heart disease, pneumonia and influenza.

These facts, reported by the National Office of Vital Statistics, take on added significance in view of a related survey recently completed by the Metropolitan Life Insurance Company on accident mortality among its policy holders at the same age.

This survey, the results of which were published in the company's *Statistical Bulletin*, shows that three out of four fatalities are boys; that major causes of fatalities are motor vehicles (40 per cent), drownings (26 per cent), and burns (9 per cent).

The survey pointed out that in most cases where fatalities result from burns

Food Industry Opposed to Feeding Public in School Cafeterias

Members of the food industry do not favor the feeding of the general public in school cafeterias, according to a recent letter to State Superintendent Charles F. Carroll from representatives of that industry.

Excerpts from the letter have been sent to county and city superintendents by Superintendent Carroll, calling attention to the law governing the operation of school cafeterias to the effect that such cafeterias are "to be operated for the convenience of *teachers, school officers, and pupils* of the said school." Superintendent Carroll suggested "these matters" be reviewed with principals and lunchroom managers.

"Members of the food industry," the letter from the representatives of that industry stated, "are proud of the progress that has been made in North Carolina in building, equipping and maintaining fine school cafeterias. We believe that the mass feeding of children is conducive to promoting the eating out habit of the young American. However, we know that you will readily agree with us that it was never the intent that school cafeterias, constructed for the purpose of providing the students and the faculty delicious, wholesome and nutritious food, should engage in feeding the public in competition with free enterprise.

"The members of the food industry, therefore, respectfully request that you use the influence of your good office in causing the school officials to desist from further feeding operations except those from which the facilities were provided; namely, the feeding of the pupils, the faculty and such meetings that are held as a part of the overall educational program."

(those caused by fire, heat or scalding) the victims were trapped in burning buildings. Furthermore, it was found that fire causes many more deaths among girls than boys because girls spend more time around the home and their clothing is more likely to catch fire.

The survey observed that since one out of six fatalities due to accidents occurs in and about the home, parents can do much to make the lives of their children safer.—Fire Insurance Facts & Trends.

The Attorney General Rules . . .

Right of County to Convey Land to County Board of Education; Construction Contracts; Operation of School by Two or More Administrative Units

In reply to inquiry: Please pardon my long delay in answering your letter of November 8th. As explained in our telephone conversation this morning, the delay has been caused by the additional work placed upon each member of the staff of this office by the present term of the Supreme Court. In your letter you write:

"On October 18th, we held a bond election which contained 3 issues, one for schools, one for court house and jail, and one for county building, all three were approved by the voters. One part of the proposed school bond issue was to provide \$50,000.00 for the erection of a school for Physically Handicapped and Mentally Retarded children of the entire county, including children from the _____ city unit, _____ city unit, and County Units. The \$50,000.00 required for this building construction was to come from each of the 3 school units on a per capita basis, this is the same basis that the school bond funds is to be divided among the 3 units.

"Now our problem is, in this situation, who should be responsible for the construction of this building, securing plans, etc.? And after the construction who is responsible for its operation? The school units themselves suggested that the county commissioners construct the building since the proposed site for it is on the county home property which belongs to _____ County but we do not know whether we have the authority to inter into such an enterprise."

Section 6, Article 15, Chapter 1372, Session Laws of 1955 (the New School Law) provides that the building of all new school houses shall be under the control and direction of and by contract with the Board of Education of the administrative unit in which such building is located. Section 5 of that same article places the responsibility upon the board of commissioners to provide the funds for the school buildings found to be necessary to provide adequately for the nine months school term. In the case of *ATKINS v. McADEN*, 229 N. C. 752, our Supreme Court construed that

section, when it was codified as G. S. 115-83, using the following language:

"The question of changing the location of a school house, as well as the selection of a site for a new one, is vested in the sound discretion of the school authorities, and their action cannot be restrained by the courts unless in violation of some provision of the law, or the authorities have been influenced by improper motives, or there has been a manifest abuse of discretion on their part."

Section 1, Article 15 of the New School Law provides that county and city boards of education may acquire by gift or by purchase suitable sites for school houses, or other school facilities either within or without the administrative unit, but no school may be operated by an administrative unit outside its own boundaries. This provision is modified by the proviso contained in Section 3, Article 19 of the New School Law, which expressly authorizes the boards of education of adjacent administrative units to operate schools in units upon written agreements between the respective boards of education and approval by the county commissioners and the State Board of Education.

Section 7, Article 15 of the New School Law provides that county and city boards of education shall make no contract for the erection of any school building unless the site upon which it is located is owned in fee simple by said board. This section contains a proviso to the effect that a board of education, with the approval of the board of county commissioners, is authorized to appropriate funds to aid in the establishment of a school facility, and the operation thereof in an adjoining county or city administrative unit when a written agreement between the board of education of the administrative units involved has been reached and the same recorded in the minutes of said boards, whereby children from the units making such appropriations shall be entitled to attend the schools so established.

Applying the foregoing statutes to the fact situation outlined in your letter, it is the view of this office that the Board of Commissioners of _____ County should convey the proposed site to the Board of Education of _____ County since the property is located within the county administrative unit. The County Board of Education should then enter into contracts with the _____ and _____ City Units for

the operation of the school by the County Administrative Unit, but as a joint project. This plan should be approved by the State Board of Education and the County Commissioners because of the proviso contained in Section 3, Article 19 of the New School Law referred to above.

I doubt the authority of the Board of County Commissioners to let a contract for the construction of a school building because of the statutory provisions referred to above, although the County Commissioners have the primary responsibility in providing the funds for such purpose. On several occasions this office has expressed the opinion that a board of county commissioners has authority to convey to a board of education, either with or without consideration, property owned by it and no longer needed for any county purpose, when such property is to be used by the board of education for school purposes. As to the procedure to be followed, the following steps should be taken:

1. The Board of Education of _____ County should adopt a resolution requesting the Board of County Commissioners to convey to the County Board of Education the particular land desired to be used for the school building in question. It is the duty and responsibility of the County Board of Education to determine the location of such building. *ATKINS v. McADEN*, *supra*. *BROWN v. CANDLER*, 236 N. C. 576.

2. A resolution by the Board of County Commissioners authorizing the conveyance of that part of the county home property, which is to be dedicated for this school purpose. Such resolution should recite that the land in question is no longer needed for the county home or for any other public county use.

As a prerequisite to the foregoing resolutions by the Commissioners and County Board of Education, the agreements among the three administrative units involved, and referred to above, should be entered into and the consent of the County Commissioners and the State Board of Education to the operation of the school as a joint project should be obtained.—Attorney General, November 28, 1955.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, February, 1951)

Headlines:

Governor Recommends Holding \$2200-3100 Salary Schedule
Budget Commission Recommends \$184,998,716 for Public Schools
Erwin Favors Later Entrance Age Date
State's College Enrollment Shows Drop;
Increase in Number Women Students
Rehabilitation Program Provides Many Services to the State's Handicapped
White House Conference Passes Many Resolutions
9,000 N. C. Pupils Come From Other States

10 Years Ago

(N. C. Public School Bulletin, February, 1946)

Mrs. Anne W. Maley has been appointed to succeed Mrs. Louine M. Moore as State Supervisor of the Child Feeding Program which is operated in this State as a part of the program of vocational education, it is announced by State Superintendent of Public Instruction Clyde A. Erwin.

Murray D. Thornburg and Q. E. Mathis have been added to the Division of Vocational Education, State Department of Public Instruction, as assistant supervisors of trade and industrial education, it is announced by T. E. Browne, Director.

A survey of the school plant needs of North Carolina is being made by W. F. Credle, Director of Schoolhouse Planning of the State Department of Public Instruction.

15 Years Ago

(N. C. Public School Bulletin, February, 1941)

Dr. John H. Cook, head of the Department of Education at Woman's College, Greensboro, and veteran educator, died suddenly from a heart attack suffered on January 16.

George R. Wheeler, Superintendent of Lee County Schools, stated recently that arrangements have been completed for inaugurating five courses in four schools to train youths in skills useful in national defense.

Superintendent James P. Sifford of Stanly County has made a recent check of the equipment needs of his high schools in order to see that adequate equipment is furnished the schools for carrying on a good program.

Brotherhood Week

Annual observance of Brotherhood Week occurs February 19-26. Theme for this year is "Brotherhood for peace and freedom—Believe it! Live it! Support it!"

Brotherhood Week is sponsored annually by The National Conference of Christians and Jews, Inc. Materials for use by schools and colleges in the preparation of programs for this observance may be obtained from the Commission on Educational Organizations, National Conference of Christians and Jews, 43 West 57 St., New York 19, N. Y.

New Bulletins Come From Press

Three new bulletins, prepared by the staff of the Department of Public Instruction with the assistance of other school workers, have come from the press recently, according to L. H. Jobe, Director of the Division of Publications.

In December partial deliveries on the annual Educational Directory and a new MUSIC bulletin were made. Delivery on these two publications was completed last month, and orders on hand have been filled. There was also issued in January another new publication, "School Patrols for Traffic Safety", which has been distributed to the schools.

Each of these bulletins was prepared as a part of the Department's policy of issuing publications of expressed need in the administration and operation of the public schools. The Directory is furnished free to school personnel, but sold to commercial organizations at \$1.00 a copy. The MUSIC bulletin is sold to all who desire copies at 50 cents each. The "School Patrol" manual is furnished free to schools either contemplating or having safety patrols.

Publications in preparation by the Department, Mr. Jobe announced, are: (1) a bulletin on financial aid—scholarships, loan funds, and work opportunities—for high school graduates at the colleges and universities of the State; (2) a bulletin on the requirements for certification of school personnel, including State salary schedules; and (3) a publication on teaching as a career. Early completion is also expected for manuals on driver education and bicycle safety.

MAKING TODAY'S NEWS

Johnston. Johnston County will receive \$430,178.56 as its share of the distribution of the second \$25,000,000 of a \$50,000,000 school bond issue voted by the citizens of the State in 1953.—SMITHFIELD HERALD, December 9, 1955.

Durham. A better informed public on the subject of the Durham City Schools is the objective of a questionnaire being mailed by the Chamber of Commerce to its members.—DURHAM HERALD, December 15, 1955.

Rowan. Spencer High School auditorium suffered thousands of dollars in damages from a fire of unknown origin last night.—GREENSBORO NEWS, December 17, 1955.

Henderson. Quick thinking by a transport truck driver was credited with averting possible tragedy when he swerved his vehicle to avoid hitting a school bus loaded with 40 students today.—GREENSBORO NEWS, December 21, 1955.

Charlotte. Charlotte School Superintendent Dr. Elmer H. Garinger said today that a "citizens' committee" to study school needs would be "accepted wholeheartedly" here.—CHARLOTTE NEWS, December 15, 1955.

Granville. North Carolina's continued industrial development hinges upon the willingness of the State to get more students into college by providing more adequate school programs. Dr. Charles F. Carroll told Granville County members of the North Carolina Education Association and county and district school officials this week.—DURHAM HERALD, December 17, 1955.

Gaston. The Gaston County school segregation suit, filed in 1953 by some Stanly parents of Negro children, has been placed on the calendar for trial in federal court in Charlotte during the term starting January 23.—GASTONIA GAZETTE, December 31, 1955.

Hickory. The Beacon Safety Council of Hickory having joined forces with School Superintendent William S. Hamilton of the local unit in a campaign to make school buses safer, Miss Lane Soutar, Council Director, is seeking to get more highway signs warning motorists to be on the alert for school buses and school children.—HICKORY RECORD, December 25, 1955.

Stanly. A group of Negro citizens in the New London and Richfield area of Stanly County have requested that they be permitted to send their children to the schools now being operated for white only.—RALEIGH NEWS & OBSERVER, December 16, 1955.

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NORTH
CAROLINA

PUBLIC SCHOOL

BULLETIN

March, 1956

RALEIGH, NORTH CAROLINA

Vol. XX, No. 7

AASA Cites Sorting and Restraining of Pressures As Key to Survival of Public Schools

American schools are the biggest, most coveted "sucker list" on earth; for everyone who is anyone has something to promote in the schools.

These bids for the attention of the school audience and the ocean of cross pressures resulting from them are described in *School Board-Superintendent Relationships*, a 250-page report published recently by the American Association of School Administrators.

Prepared by a commission of 10 members following a 15-month study, the report is the most inclusive statement now in existence on the duties of the superintendent of schools and of members of the board of education and on their relationships with one another. The strains that continuously test these relationships are illustrated in every chapter of the report, with examples of actual cases and incidents reported to commission members during their study.

"With every extension of public interest and pressures in the schools," says the commission, "the role of the board and administration as directors—and sifters—of these pressures is more vital and more difficult."

"Taken singly," it continues, "most pressures are well intentioned. Many are useful. Taken in the mass, they are overwhelming. If unsorted and unrestrained, they could crowd out the curriculum, disperse the student bodies, stuff the buildings with tons of promotional material, not to mention the greatest danger latent in ungoverned or exploited education pressures, the transposing of the schools into an arena for community fights."

The commission points out, however, that "the future of America's children does not lie in turning off the pressures, but on what the school boards and the superintendents do with those pressures. After all, the whole unique American concept of public responsibility for the education of all children is the result of pressures."

Turning to the responsibility of the superintendent or the board in meeting these pressures and solving problems, the report states, "That a board should stick to policy matters and leave administration to the superintendent it has hired for that job is as obvious as a maximum. While the best brains of the country are beating themselves and their typewriters out to impress the public with the expanded and awesome responsibilities facing their schools," says the commission, "the future of a local district, for uphill or down, hangs on the attitudes that four to 10 men and women have toward each other and toward their jobs."

The authors agree that the road block that causes trouble is the failure of these men and women to define their responsibilities as board member and superintendent and to spell out their relationship to one another. They call for a definite statement in writing if each board member and each superintendent is to understand the proper functions of his office.

The school board's chief responsibilities, as developed by the commission, are: (1) to develop and constantly improve the educational program, (2) to provide personnel for staffing the school program, (3) to provide and maintain an educationally efficient physical plant, (4) to secure adequate financial resources, (5) to maintain a two-way contact with the adult community and the schools, and (6) to choose the chief executive and work harmoniously with him. "Where school boards have taken a long look in school planning and where well-thought-out policies have been interpreted into rules and regulations," points out the commission, "the way is clear for the superintendent to make administrative decisions and to act effectively."

The superintendent, it continues, "if properly chosen, is well versed in the philosophy, objectives, and procedures of public education. He is the repre-

Hodges, Carroll, Purks on Southern Board

Governor Luther H. Hodges of North Carolina has been appointed to the executive committee of the Southern Regional Education Board by Chairman LeRoy Collins, Governor of Florida.

The executive committee has the powers of the full Board and holds an annual meeting during the summer.

Other North Carolina members of the SREB are Dr. Charles F. Carroll, State Superintendent of Public Instruction and Dr. J. Harris Purks, Director of Higher Education.

The late President F. D. Bluford of A. and T. College of North Carolina was the State's fourth member on the Board.

Governor Collins also appointed 15 other members of the executive committee as well as the six-member finance committee.

representative of the board and also the representative of the school personnel. It is his responsibility to weld the staff into a team that can help to set up the goals for the educational program. He coordinates the efforts of the entire system. He is the administrative and advisory counselor on many problems."

The nine chapters that follow show the need, in one specific field after another, for written policies to help school board and superintendent get along well together and accomplish the most for public education. Detailed treatment is given the basic ways of operating—getting new board members and superintendents oriented, holding board meetings, dealing candidly with the press and the community, keeping on an even keel between board meetings—and the process through which school policies are produced.

Program, personnel, plant and finance are covered with a view toward showing how each function tests the relationship of board and superintendent, rather than merely describing how to perform these functions. The final chapter is an effort by the authors to look beyond the horizon at some of the coming tests and opportunities for the board-superintendent partnership.

Superintendent Carroll Says . . .

The Hertford Grammar School was destroyed by fire on the morning of January 9, 1956. It happened just this quickly:

- 8:55 Student discovered fire around a light fixture in upstairs hall.
- 8:56 Fire drill alarm sounded. Fire department called.
- 8:58 Building evacuation completed.
- 9:00 Ceiling around light fixture began to fall.
- 9:02 Upstairs ceiling collapsed. Roof collapsed shortly after.

In commenting on the incident, the principal, Miss Thelma Elliott, had this to say: "I had often wondered how pupils and teachers would react to a fire signal if they actually saw the building burning. In our recent disaster, though all upstairs groups saw the fire, the building was evacuated in approximately two minutes in as orderly manner as though we were conducting a routine fire drill. They are to be congratulated. I am convinced that systematic fire drills saved us from further tragedy!"

A fire such as this could occur at any school. Let us hope that all principals and teachers are as vigilant and as attentive to duty as Miss Elliott and the Hertford teachers and students.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

March, 1956

CHARLES F. CARROLL

Vol. XX, No. 7

State Supt. of Public Instruction



EDITORIAL BOARD

L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Features

	Page
AASA Cites Sorting and Restraining of Pressures As Key to Survival of Public Schools	1
Superintendent Carroll Says	2
South—Economic Opportunity No. 1	
According to Governor Hodges	4
Project to Increase Teacher Supply	
Initiated by Duke and Charlotte Schools	7
Largest Part of State's Dollar for Schools Spent for Instructional Service Purposes	8-9
The Attorney General Rules	15

Ye Editors Comment...

Pattern for Organization

In the recent White House Conference, one of the questions discussed was: "In What Ways Can We Organize Our School Systems More Efficiently and Economically?"

Five criteria were set forth by the participants in that Conference concerning the school district; namely:

1. That it should include a well-defined community or interrelated communities.
2. That it should have resources and pupils to offer efficiently and economically a comprehensive educational program of elementary and secondary education.
3. That it should be able to maintain a competent, well-balanced staff of teachers.
4. That it should be able to marshal sufficient wealth to finance a school program.
5. That it should be small enough so as not to lose the advantages of community contact and local control, nor the response to public will.

The participants discussing this question also said: "The complete public school system of the community should be under the jurisdiction of one administrative unit."

There, then, is the pattern of organization. The school districts of the State should be tested by these criteria. If they do not meet them, then reorganization is needed. Good schools depend upon a good organization.

Merit as a Basis for Pay

Certainly merit should be considered as one factor in determining the pay of a teacher. But who is going to determine merit and on what objective basis can it be measured? That is the question which troubles any school administrator in seeking an answer. And that is the reason most salary schedules in existence today are based on "training and experience." School administrators know that not only they, but board members, supervisors, principals and teachers themselves will be confronted with a complex problem if "merit" is used as a measure of capability. An undertaking which attempts to decide "merit" will surely come up against many difficulties and more than likely result in very low morale among the entire instructional personnel. To find a satisfactory measure of merit has been the purpose of a number of studies, but so far none has been found.

"Food" for Public Relations

All of us engaged in school work often realize the lack of knowledge about various phases of the public schools. This lack of knowledge is not only confined to the average citizen, but even to those engaged in the work themselves and to the students.

We believe that more could be done in this respect on the local level than is being done at present. In answer to the question: How Can We Obtain a Continuing Public Interest in Education? the North Carolina White House Conference report stated, "By furnishing complete information about the schools."

As we read this particular phrase we note that there are three parts: "furnishing", "information", and "schools." It doesn't say who **furnishes the information** about the **schools**. Therefore, as we interpret this phrase, it means that such information is furnished by the school administrator—the principal, superintendent, or the one designated by either of these persons. They have the facts about the public schools.

These officials can furnish the information in two ways: (1) they can prepare statements or reports for the press and others wanting particular information; (2) they can wait until someone comes to them for information about school operations. We believe that the use of the first method could be fruitful in building a better understanding of the schools. Parents and other citizens are interested in such information as the following: names of board members, superintendent, supervisor, local committee, principal, teachers, bus drivers, and other people working in the school; school costs—one desk, books, coal, lights, water, and other items; what it costs to transport one pupil to the school; and what the instruction of one pupil costs. Such information could well be used in discussion groups. All of it would be good "food" for public relations.

Despite the fact that no satisfactory measurement of teacher merit has been devised, merit has been rewarded to a limited extent within the framework of a salary schedule based on training and experience by administrator controlled tenure. In other words, although merit may not be recognized by direct monetary remuneration, it is rewarded by renewal of contract which carries with it an advance in pay based on experience. Then, too, where local funds are available, the law provides that local boards may adopt a salary schedule recognizing "a difference in salaries based on different duties, training, experience, professional fitness, and continued service in the same school system."

South—Economic Opportunity No. 1 According to Governor Hodges

The South is now "Economic Opportunity No. 1" instead of "Economic Problem No. 1," Governor Luther H. Hodges told the members of the Southern Society at its recent annual meeting in New York City.

Some of the things which make the South a land of opportunity according to Governor Hodges are the following:

"In the South we have 40% of the Nation's water, but effectively use only 4%. We produce 54% of all the minerals, which fact brings an increasing amount of industry, especially the new giants of chemicals, petro-chemicals and synthetics. We have an abundance of sea water and a long coast line. These will be of great help as research develops the use of sea water.

"We have 33% of the country's transportation but as yet only 21% of its financial resources. Our forests comprise 30% of the Nation's total and our lowly pine tree is our most important renewable resource. We were once a raw cotton economy but that is changing rapidly.

"In natural resources, the South has 80% of the natural gas, 75% of the Nation's petroleum and 25% of the coal. Our coal reserves will last another 2,000 or more years and we will make further new and unheard of things from this black gold.

"Atomic energy is greatly in our future and at the Southern Governor's Conference all the Southern States decided to pool their thinking and planning to see that we get the most out of this giant which must change its war garb for the costume worn by people who believe in peace and progress.

"We believe that great good can come out of the South working as a region on big things including regional education, instead of scrapping and bickering as States. We are happy to note that Governors of other regions have followed our lead in cooperatively handling some of their educational problems, which cooperation brings more excellence and more economy.

"We have a terribly long way to go in our education of scientists and engineers in the South. Indeed the Nation as a whole had better wake up in this regard. Here in the South we will need 35,000 or more technicians each year to man our research laboratories (which are growing rapidly from our slow beginnings) and our industrial plants.

"Looking ahead 10 years in the South, we will need 10,000 new plants, about

1,000 a year. Dr. Frank Soddy, Director of Research of the Chemstrand Company in Alabama, says that the South is going through two revolutions—one is an industrial revolution, and the other is a marketing revolution. We are increasing in population—we are raising our per capita income—we have come up 250% since 1939 which is 64% better than the National average. It is a fact that we are becoming our own greater market. At the same time we are blending and should continue to blend a diversified agriculture with industry."

HERE AND THERE WITH THE STAFF

Julia Wetherington, supervisor of elementary education in the State Department of Public Instruction, participated in the annual conference of the National Science Teachers' Association which was held in Washington, D. C., March 15-16. Miss Wetherington contributed to the discussions in the elementary section, which had as its theme, "Problem Solving—How We Learn".

James Everette Miller, Assistant State Superintendent of Public Instruction, delivered the dedicatory address in the Thomas Sewell Inboard Gymnasium, Halifax County, January 29.

Julia Wetherington, supervisor of elementary education in the State Department of Public Instruction, was elected president of the Beta Chapter (Raleigh) of Delta Kappa Gamma at the regular meeting of the sorority, February 11. The term of office is for 1956-1958.

Madeline Tripp, supervisor of elementary education in the State Department of Public Instruction, served as a member of the panel, "Pre-Geography in the Primary Grades", at the third annual conference on teaching the social studies, sponsored by the Departments of Economics and Education at Duke University and the North Carolina Council for the Social Studies. Theme of this year's meeting was "New Emphasis in Teaching Geography".

Homer Lassiter, supervisor of elementary education in the State Department of Public Instruction, participated in the panel, "Geography Textbooks—Fused and Separate", at the third annual conference on teaching the social studies, held at Duke University, February 10-11. Mr. Lassiter also participated in a sectional meeting on "New Materials for Geography".

Washington County Board Wants School Bond Issue

Washington County Board of Education passed a resolution last month requesting the County Board of Commissioners to call an election for the purpose of voting on the issuance of \$500,000 in school bonds, it is announced by R. F. Lowry, County Superintendent.

The County Board of Education, at the same meeting, authorized Superintendent Lowry to request the State Department of Public Instruction to send a committee to the county to make an up-to-date study of the school building needs.

The County was allotted \$119,126.70 from the second \$25,000,000 of the State's 1953 Building Fund. This amount, according to Superintendent Lowry, is not sufficient to take care of the county's needs.

Supt. Carroll Appoints Committee to Prepare Guidance Bulletin

State Superintendent Charles F. Carroll has announced the appointment of a committee to prepare a bulletin designed to be helpful to principals, counselors, and teachers who counsel pupils with problems involved in career planning and course selection.

The proposed bulletin, when completed, will be made available to all personnel in the schools who will have any part in the counseling program. Ella Stephens Barrett, State Supervisor of Guidance Services, Division of Vocational Education, State Department of Public Instruction, will serve as chairman of the committee. The committee will have meetings at monthly intervals until the work has been completed.

Persons serving on the committee are:

Lucille Browne, Greensboro City Schools; Barbara Coble, High Point City Schools; Farmer Smith, Raleigh City Schools; Fred Hunt, Fuquay Springs High School; LaVerne P. Fails, Garner High School; C. W. Twiford, Goldsboro High School; May Marshbanks, Chapel Hill High School; Roy Anderson, North Carolina State College; Elizabeth Clay, Lowe's Grove High School; W. H. Watson, Raleigh City Schools; and the following persons from the State Department of Public Instruction: Ella Stephens Barrett, T. Carl Brown, Archie B. Bryant, A. G. Bullard, Mrs. Roscoe Hall, James R. Taylor, and J. Warren Smith.

Superintendents Urged to Assist Polio Program

County and city superintendents were urged to lend assistance in behalf of the polio immunization program by State Superintendent Charles F. Carroll in a recent letter.

"Education for widespread immunization before the beginning of the 1956 polio epidemic season," Superintendent Carroll stated, "is an important community health project. I feel sure that all of us will lend our assistance in behalf of this vital endeavor."

Early in the year pamphlets for school use were sent to school superintendents. These pamphlets entitled "Polio Vaccination Now—To Protect Your Child Next Summer," have been distributed to all school children with instructions to take them to their parents.

Magill Writes Article for P-T Bulletin

"Who Are The Mentally Retarded?" is the title of an article in the North Carolina Parent-Teacher Bulletin for February. This article is by Dr. John W. Magill, Division of Special Education, State Department of Public Instruction.

"In the mentally retarded group, as usually considered," Dr. Magill states, "are individuals whose rate of mental development is roughly between 45% and 70% as fast as is expected for the average child. At maturity, it may be anticipated that they will reach a mental age about equal to that of a child from 8 to 10 years. . . the mental age of an adult is about 16 years."

" . . . At the lower side of this deficient group," Dr. Magill further states, "it may be expected that the child will not reach a mental age of 6 years nor have the intellectual capacity for first grade work until he is 12 years in life age, and that as an adult, he may scarcely exceed the achievement of a 2nd or 3rd grader in arithmetic and reading."

"Mentally retarded children are regarded as educable," Dr. Magill states, "and it is the responsibility of our public school system to provide education and training in keeping with their capacities. However, they are able to profit very little from regular school classes, and need special education procedures."

"Mentally retarded children need the help of the special education teacher in order to realize their potential worth."

Jourdan Makes Suggestions on Plant Planning

A list of suggestions with reference to the initial planning of heating facilities for new schools as well as additions to present plants has been sent to each school superintendent by C. H. Jourdan, engineer for the State Board of Education.

"Considering the enormous cost of operating the school every year," Mr. Jourdan stated in his accompanying letter, "considerable thought should be given to the proper design of the heating plant, plumbing and electrical facilities."

Suggestions made by Mr. Jourdan concerned the following: coal bins, steam mains in coal bins, chimney size, steel boiler installations, stoker hoppers, hot water storage tanks, size of boiler rooms, boiler rooms not fire proof, storage space, condensate pumps, Hartford loop and blow valve, boiler breeching (smoke pipe), hand fired boilers, air openings, ash removal equipment, boiler covering or lagging, safety valves, low water shut off valves, and relief valves.

Mr. Jourdan suggested to superintendents that each of these items be carefully considered with the architect in order that certain bad features might be designed out and good ones put in their stead.

Regional Library Conferences Scheduled For All Areas of North Carolina

Regional library conferences are now in progress throughout the State for school librarians, superintendents, supervisors, principals, and other interested school personnel.

The purpose of these meetings is to show the new film, "Let's Visit School Libraries," produced by the State Department of Public Instruction; and to carry on group discussions relative to ways of improving school libraries, according to Cora Paul Bomar and Celeste Johnston, school library advisers.

The colored film is twenty-two minutes in length and presents a cross section of North Carolina school libraries—how they are planned, organized, and operated. "Early showings of the film suggest that it may be a useful instrument for improving school libraries," declared Miss Bomar.

The schedule for the remaining regional library conferences follows: March 7, Alexander Graham Junior High School, Robeson Street, Fayette-

Lunch Program Audit Receives Commendation

The audit report on operation of the State's School Lunch Program for the 1955 fiscal year has received the commendation of the Atlanta office, Food Distribution Division, of the U. S. Department of Agriculture.

In a letter to State Superintendent Charles F. Carroll, Russell H. James, Area Field Supervisor, in commenting on the North Carolina report, wrote: "This is a particularly clean audit report, and I want to tell you that, based on this report, Mrs. Maley and her staff certainly merit commendation upon the manner in which they have carried on the administrative operations of the program in your State." Mrs. Anne W. Maley is Supervisor of the State's School Lunch Program.

Auditors of the Program were singled out by Mr. James for special commendation. "I believe," he said, "you will be pleased with the comment that the audits performed by Messrs. Lee and Quinn indicated the maintenance of proper audit standards and that Mrs. Maley's office had taken appropriate action with respect to all of the exceptions disclosed by the audits performed." Otis K. Lee and Linwood E. Quinn, field auditors, are the persons to which this reference is made.

ville; March 14, Moore Elementary School, Winston-Salem; March 16, Appalachian Elementary School, Boone; March 19, Clyde Erwin School, Asheville; March 21, Almond School, Lavauda; March 27, Claremont Central High School, Hickory; March 28, Elizabeth School, Charlotte; April 11, Troy High School, Troy.

Regional meetings in New Bern and Wilmington are being planned for next fall, according to Miss Bomar.

The Department of Public Instruction is proud to present this specially-prepared movie. It was cooperatively done by a number of individuals in the Department with assistance from a Raleigh radio station and nine North Carolina school systems. The situations depicted in the film are actual library scenes in North Carolina schools. The Department feels that this medium has many possibilities for improving libraries throughout the State. Congratulations to all those who helped produce this film.

Need for Special Education Teachers Emphasized by Superintendent Carroll

Superintendent Charles F. Carroll, in an address in Greensboro, recently emphasized the tremendous need for teachers in special education in North Carolina. In citing the progress which the State has made in the last few years, Dr. Carroll praised all those whose skill, devotion, and determination have helped to bring increasing benefits to more and more children.

In 1949-50 the State had 54 teachers in special education; whereas, last year the State had a total of 168 teachers in special education serving approximately 9,000 pupils. Of this number, 129 teachers, or 77 per cent, were State-allotted.

"In spite of our recent progress," Dr. Carroll told his Greensboro audience, "we need many times that number of 168 special education teachers to care for the educational needs of the handicapped children in our State. The problem is acute. Plans are underway for the establishment of departments and courses in special education in our teacher training universities and colleges. When this is done, there will remain the problem of attracting outstanding professors and students who may become good teachers. You may help in this by continuing and increasing your public relations programs in the local districts. You may point out your personal satisfactions and rewards in teaching. Your help in finding and training competent people to further your good work would give additional evidence of your devotion to the children whom you have elected to teach."

According to the United States Office of Education about 12 per cent of the pupils enrolled in the schools of the nation need special education. Assuming that this estimate is valid and that North Carolina is representative of the nation, then North Carolina has between 75,000 and 100,000 pupils in need of special education.

Dr. Carroll urged action in four areas of activity:

1. Make and maintain a census of all exceptional children whether provisions for these children are made immediately or whether the provisions, at least in part, are to be delayed.
2. Institute on a regional if not a state-by-state basis training departments for teachers of exceptional children.
3. Promote research in teaching methods and curriculum.
4. Maintain a complete record on every pupil in a special class. Such a record should include his capacity, deviation from the normal, peculiar problems, and achievements.

Industrialists Say Grads Deficient in Mathematics, Reading and Science

Present-day high school graduates entering industry do not have a background in mathematics, reading and science sufficiently adequate to enable them to make satisfactory progress on the job, according to representatives of industry who participated in the 1955 Annual State Trade and Industrial Education Conference.

A panel, composed of representatives of the textile industry, construction trades, electrical trades and the machine tool trades, praised the training being provided for trade students but indicated they were disappointed in the public schools for failure to teach students to make simple mathematical calculations, to interpret simple scientific problems, and to read with understanding.

To those in trade education work, this is not news. There has long been a need, they say, for the schools to more adequately prepare students entering trade classes to solve problems involving arithmetical fundamentals. For some years, it has been necessary for instructors of trade classes, such as carpentry, machine shop, sheet metal, textiles, etc., to teach their students to add, subtract, multiply and divide common and decimal fractions. In fact, for some years past, they say, simple arithmetic has been included as a part of the courses for most of the trades taught to high school juniors and seniors and to high school graduates enrolled in adult and evening extension classes.

While the responsibility for more adequate preparation of students in the areas mentioned would seem to be that of the teachers of the basic courses in elementary, junior and senior high schools; those engaged in teaching trade subjects, apparently, must assume the added responsibility of teaching some elementary subjects essential for students who enroll in trade classes. This need is not only recognized in our own State, but in other states as well.

Safety Council Has Teen-Age Safety Kit

Containing an entire school year program under one cover, the new Operation Safety Kit for high schools is now available from the National Safety Council.

Each kit contains a planning guide describing how student groups, through their schools, can tie in with the regular Operation Safety monthly themes, in cooperation with official and voluntary traffic agencies and safety groups.

Flexibility in application characterizes the Kit materials making them useful also for 4-H Clubs, Safe Driving Clubs, Hi-Y, Tri Hi-Y, Student Safety Councils, and other groups formed as a result of Teen-Age Conferences.

Kits can be obtained from the Council Offices, 425 No. Michigan Ave., Chicago 11, Illinois. Prices are: 1 to 9 Kits, \$1.35 each; 10 to 99 Kits, \$1.10 each; 100 or more Kits, \$1.00 each.

New Asst. State Supervisor for T. and I. Education

On December 1, 1955, Floyd P. Gehres, formerly local supervisor and coordinator in the Asheville City Schools, assumed the duties of his new position as Assistant State Supervisor of Trade and Industrial Education.

In his new position, Mr. Gehres will spend half-time in supervisory work on the State level and half-time in local supervisor work. His job with the State Department of Public Instruction will be that of supervision of trade education programs in the western section of the State.

Mr. Gehres completed his Bachelors Degree at Bowling Green State University, Bowling Green, Ohio, and expects to fulfill requirements for his Master's Degree in Industrial Education at Ohio State University during the summer session in 1957. His practical trade experience in carpentry was gained while in the employ of O. J. Bollinger and H. Rolston, both contractors of Fostoria, Ohio. He was also employed as a sheet metal worker by Gunsett Sheet Metal Company of Van Wert, Ohio. Before his employment in the Asheville City Schools in 1953, Mr. Gehres taught related trade subjects from 1943 to 1948 in high schools in Norwalk, Newark, and Fostoria, Ohio. He served as Supervisor of Trade Education in Marion, Ohio, from 1951 to 1952 and from 1952 to 1953 was employed as Supervisor of Training and Employment Manager by Motor Products Company of Marion, Ohio.

Project To Increase Teacher Supply Initiated by Duke and Charlotte Schools

Believing that a source of teacher supply exists among liberal arts graduates, Duke University and the Charlotte City Schools have joined forces in a venture designed to tap this potential source of teachers.

This project grew out of the feeling that there are perhaps a good number of men and women with bachelors' degrees who are not prepared to teach but who would like to enter the profession if some arrangements could be made for their needed training. The program provides for a combination of on-the-job training and work toward the Master of Arts in Teaching degree at Duke University.

Liberal arts graduates who enter the program will spend one summer session and one semester on the Duke campus taking education courses and advanced work in the subjects they will teach. Another semester will be devoted to full-time teaching in the Charlotte city schools at regular salary. After successfully completing the year's work and study, the students will be awarded the M.A.T. degree by Duke University.

The Duke students will fill regular teaching positions in Charlotte, and thus there will be no additional cost to the school system there. Teaching assignments will be scheduled so that two participants trained in the same academic field will teach during alternate semesters in Charlotte.

Duke education department chairman William H. Cartwright points out that the new program, unique in the South, is similar to one being operated this year for the first time by Harvard University in cooperation with schools in several Boston suburbs.

He suggests that if the experimental programs at Harvard and Duke reveal a large source of potential teachers, then other programs of this type may well prove fruitful in helping overcome the teacher shortage.

About half a dozen institutions in the United States now offer the Master of Arts in Teaching degree, but their training programs depend on foundation grants for financial support. The Duke and Harvard programs represent a departure in that they are joint ventures with public schools and are self-supporting. This self-support provides for continuation of the programs on a permanent basis. Also, students enter full-time, full-pay teaching a year sooner than do those in other M.A.T. programs.

Dr. Elmer Garinger is superintendent of the Charlotte City Schools.

The entire State will follow with interest this imaginative venture now being undertaken by Duke University and the Charlotte City Schools. Such a program suggests the power of ideas in action. It is likely that the Charlotte City Schools and the citizens of this community will profit immeasurably from this project, that Duke University will have broadened its services in an area of critical need, and that encouragement will come to many individuals and communities for tackling the problem of teacher shortage with new vigor and optimism. Congratulations to all those of vision and determination who have initiated this potentially worthwhile program.

Local School Properties Studied By Association

The National Recreation Association, as a feature of its Fiftieth Anniversary year, is planning to conduct a nationwide inventory of recreation and park resources as provided by public agencies at all levels of government.

One phase of the inventory relates to the land acquired and used for public school purposes. School properties are important in this study because many school systems have acquired extensive properties that are developed for recreation and are being made available increasingly for community recreation use. The Association is sending to local school superintendents throughout the country a brief one-page questionnaire requesting information concerning the number and acreage of local school properties.

The questionnaire also provides a space for school authorities to indicate whether they conducted summer playgrounds in 1955 or provided leadership for some other phase of a community recreation program. In case they did so they will be given an opportunity to report this service in the comprehensive survey of local recreation and park services which the Association plans to conduct in 1956.

Local school authorities are requested to cooperate in this Association project. Any school superintendent who fails to receive a copy of the questionnaire may secure one from the National Recreation Association, 8 West Eighth Street, New York 11, N. Y.

SSBA Issues First Section Board Member's Guidebook

The first section of the North Carolina School Board Member's Guidebook has been completed, it is announced by Guy B. Phillips, Executive Secretary.

The purpose of this first section is to stimulate the thinking of the board members. It is designed to be an informal self-test and attempts to touch upon the major areas of board responsibility and functions. By raising questions as to what a board and its members have been doing educationally, Mr. Phillips believes the way could be opened to profitable discussion and action.

A similar section of a District Committeeman's Guidebook, Mr. Phillips states, is under preparation and should be ready for distribution to committeemen in a few weeks.

Mrs. Maley Elected to High Office in National Organization

Mrs. Anne W. Maley, North Carolina's School Lunch Supervisor, was elected treasurer of the American School Food Service Association at the annual convention of that association held last fall in Denver, Colorado. She will serve for a two-year term—from November, 1955, to December 1, 1957.

As treasurer, Mrs. Maley is a member of the Executive Board of the Association and chairman of the Finance Committee.

The Association, formed about ten years, now has a membership of more than 8,000 representing all the states, the District of Columbia, Alaska, Canada, Cuba, England, Hawaii, India, Japan, Puerto Rico, and the Philippines. Membership is comprised of those connected with food service in public, private, parochial and military schools at all levels.

Mrs. Maley, a native of Texas, came to North Carolina in 1944. She was appointed head of the State's School Lunch Program in 1946, upon the resignation of Mrs. Louine M. Moore. Mrs. Maley is a graduate of Texas State College for Women. She took graduate work at Colorado State College, from which institution she received her Master's degree in Homemaking in 1942. She had a number of years of experience as teacher and principal in Texas before coming to North Carolina. During World War II she served as a cafeteria hostess for the Fourth Service Command.

Largest Part Of State's Dollar For Schools Spent For Instructional Service Purposes

Out of each dollar spent in 1954-55 from the State appropriation for the public schools 86 cents were for instructional service purposes. The remaining 14 cents were spent for the following:

Transportation, libraries and health 1 cents
Janitors, fuel, water, light, power, janitors' supplies, and telephones 5 cents
Administration (Superintendents' offices) 2 cents

A more refined division of these various amounts is indicated in the chart presented below. This chart is based on funds appropriated for costs of operational service purposes. The remaining funds provided for building facilities.

The term "instructional service" includes the salaries of teachers, principals, and supervisors, and supplies used for instructional purposes.

Table I shows the number of professional personnel paid from State funds and the average salary paid in each of

the four personnel groups by race for the year 1954-55.

Number Paid

A total of 31,726 employees were paid, the table shows—22,936 white and 8,790 Negro. Of this total, 29,701, or 93.6 per cent, were classroom teachers. The other 2,025, comprising 6.4 per cent of the total, were principals, supervisors and superintendents.

Of the total 31,552 instructional personnel, 94.0 per cent of the white and 94.5 per cent of the Negro were classroom teachers. The total professional personnel divided as to race was 22,966, or 72.3 per cent, white and 8,790, or 27.7 per cent, Negro. A small percentage of the white was Indian.

Average Salaries

Salaries paid North Carolina teachers from State funds are in accordance with a uniform standard schedule based largely upon training and experience. Training is evidenced by the kind of State certificate the employee holds. Certificates, in turn are issued on the basis of credits earned in institutions of higher learning.

Average salary paid classroom teachers from State funds, as table I shows, was \$3,114.07 in 1954-55. On a white

which would be an average of \$504.10 per month. If they were paid on the basis of 12 months the average salary would be \$420.00.

Supervisors, who are also paid for ten months service, received an average annual salary of \$4,015.63, an average of \$401.56 per month. If they were paid on a 12 months basis their salary would average \$334.63 a month.

Average paid the 174 superintendents was \$6,970.14 annually, or on a 12 months basis, \$580.84 per month.

Table II

This table shows gross expenditures by objects and items from State funds for the three years, 1952-53, 1953-54, and 1954-55, and the amount budgeted for the 1955-56 year.

It is estimated, as the 1955-56 column shows, that \$124,017,872 will be expended this year from State funds for the operation of the nine months school term. This amount does not include funds for vocational education, textbooks, or State administration.

This amount is approximately \$11,000,000 more than was spent in 1952-53. During this 3-year period, it is estimated that enrollment has increased by approximately 50,000 children. This need for more instructional service accounts

I. Number of and Average Annual Salaries Paid Professional Personnel From State Funds, 1954-55

	NUMBER		Total
	White	Negro	
Classroom teachers	21,326	8,305	29,701
Classified principals	1,186	400	1,586
Supervisors	180	85	265
Superintendents	174	---	174
Total	22,936	8,790	31,726
AVERAGE SALARIES			
Classroom teachers	\$3,087.22	\$3,183.23	\$3,114.07
Classified principals	5,022.49	5,096.14	4,041.06
Supervisors	3,953.73	4,061.59	4,015.63
Superintendents	6,970.14	---	6,970.14

table shows, annual expenditures for other

61. General Control:

611. Salary-Superintendents	1,196,231.24	\$ 1,210,905.27	\$ 1,212,805.00	\$ 1,229,652.52
612. Travel-Superintendents	64,364.48	65,425.34	65,506.07	69,741.24
613-1. Clerical Assistants	574,334.95	583,023.36	583,100.29	590,675.75
-2. Property & Cost Clerks	63,971.55	130,371.96	130,371.96	119,125.13
614. Office Expense	85,573.83	104,634.62	9,560.89	10,000.00
615. County Boards of Education	9,939.12	9,939.12	9,939.12	10,000.00
Total General Control	1,930,501.62	2,039,600.25	2,152,793.45	2,216,656.56

62. Instructional Service:

621-23. Instructional Salaries	\$ 93,348,565.39	\$ 96,575,400.81	\$ 100,486,092.70	\$ 104,841,306.82
624. Instructional Supplies	662,867.33	672,890.85	702,454.19	727,718.18
625-1. Supervisors' Salaries	1,011,536.27	1,041,007.90	1,064,141.29	991,510.00
Total Instructional Service	95,022,968.99	\$ 98,289,293.56	\$ 102,252,638.18	\$ 106,560,834.99

63. Operation of Plant:

631. Wages of Janitors	\$ 3,233,670.88	\$ 3,459,831.98	\$ 3,591,710.97	\$ 3,717,127.18
632. Fuel	1,528,275.39	1,582,434.16	1,602,532.77	1,648,500.00
633. Water, Light, Power	524,842.98	590,059.41	602,134.58	730,000.00
634. Janitors' Supplies	406,709.73	464,670.11	476,538.22	500,000.00
635. Telephones	39,241.61	39,346.31	39,777.38	62,000.00
Total Operation of Plant	5,742,742.59	\$ 6,136,341.97	\$ 6,314,094.92	\$ 6,658,627.18

65. Fixed Charges:

653. Compensation School Employees	\$ 18,898.19	\$ 23,576.23	\$ 29,853.93	\$ 30,000.00
654. Injuries to School Children	2,492.45	1,794.29	5,532.24	3,500.00
655. Tort Claims	33,081.59	69,018.94	61,393.89	70,000.00
Total Fixed Charges	\$ 54,472.23	\$ 94,392.46	\$ 96,780.06	\$ 103,500.00

66. Auxiliary Agencies:

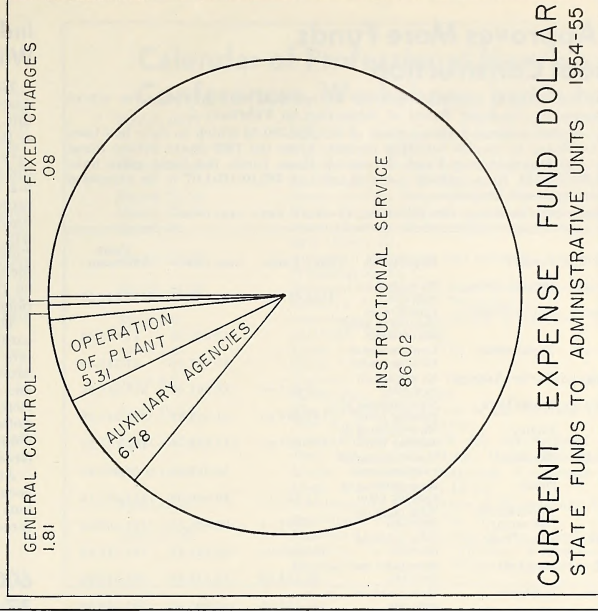
661. Transportation of Pupils	\$ 1,318,005.56	\$ 1,379,523.45	\$ 1,432,696.30	\$ 1,483,218.38
661-1. Wages of Drivers	1,149,523.59	1,186,141.56	1,113,186.69	1,205,715.15
661-2a. Gas, Oil, Grease	79,727.80	31,327.55	13,632.17	15,000.00
b. Gasoline Storage Equip.	1,350,144.12	1,418,830.05	1,469,582.63	1,627,056.66
661-3. Salaries-Mechanics	831,619.57	843,881.54	878,960.96	917,445.45
661-4a. Repair Parts	595,655.56	400,890.65	445,834.26	467,114.14
b. Tires and Tubes	1,282.00	968.50	904.00	9,000.00
c. License and Title Fees	42,320.26	25,912.70	30,243.72	14,000.00
d. Garage Equipment	28,438.87	22,797.67	18,625.64	25,000.00
661-5. Contract Transportation	2,098,183.14	1,548,583.28	1,588,534.00	1,840,000.00
661-6. Major Replacements	50,522.39	52,332.99	54,271.64	56,133.00
661-7. Principals' Bus Travel	7,545,430.86	6,931,195.94	7,046,475.01	7,559,731.00
Total Transportation	14,149,523.45	\$ 13,795,523.45	\$ 14,326,963.30	\$ 14,832,218.38
662. School Libraries	441,155.69	447,493.17	468,242.86	485,174.00
664. Child Health Program	542,775.23	540,822.88	539,656.00	425,000.00
Total Auxiliary Agencies	\$ 8,529,365.78	\$ 7,899,512.01	\$ 8,054,373.87	\$ 8,469,905.00

Total Administrative Units	\$ 111,250,652.21	\$ 114,459,146.25	\$ 118,870,730.48	\$ 124,009,572.00
Court Reports and Brief	23.80	---	20.25	---
Surety Bond Premium	2,483.65	2,896.76	2,913.08	3,500.00
Printing	874.14	4,302.60	6,360.47	4,800.00
Cost of Tort Claims	---	---	641.40	---
Revision of School Laws	---	1,530.86	3,476.22	---
Total	\$ 111,253,432.80	\$ 114,467,776.47	\$ 118,884,141.90	\$ 124,017,872.00

Local Funds--\$23,957,295.95

In addition to the State funds, appropriated by the General Assembly, county and city units have certain funds either from taxes levied on property or from other sources which are used to supplement State funds in the operation of the public schools.

Total current expense for 1933-34 from all sources, State and local, was \$148,364,943.62. Subtracting the \$114,459,146.25 (the Nine Months School Fund) plus other State and Federal funds for vocational education, school lunch program, textbooks and veterans' education amounting to \$9,948,501.42 from this total leaves \$23,957,295.95 which the local units provided for operating the public schools that year. Of this amount a total of \$16,052,876.33 was obtained from the levy of property taxes. The balance, \$7,904,419.62, was derived from poll taxes, fines, dog taxes, interest, donations, intangible taxes, beer licenses, fees, tuition, etc.



CURRENT EXPENSE FUND DOLLAR
STATE FUNDS TO ADMINISTRATIVE UNITS 1954-55

Board Approves More Funds for School Construction

An additional total of \$1,454,157.03 from State funds was approved for school building purposes by the State Board of Education on February 2.

Approval of this amount makes a total of \$19,658,390.62 which to date has been allotted by the Board to specific building projects from the 1953 State School Plant Construction and Improvement Fund. To match these funds the local units have provided \$15,352,300.45, thus making a grand total of \$35,010,691.07 to be expended on these State-approved projects.

At the February meeting, the following projects were approved:

Administrative Unit	Project	Description	Other Funds	State Funds	Total Allocation
Alamance County	Mebane Elem.	New plant on new site	\$164,612.14	\$ 89,179.41	\$253,791.55
Alexander County	Happy Plains	Lunchroom addition to existing building		31,083.60	31,083.60
	Taylorsville	Lunchroom at existing plant		47,537.10	47,537.10
Caswell County	Bartlett Yancey	New plant on new site	33,000.00	186,561.06	219,561.06
Greensboro City	Senior High	New building at existing plant	150,000.00	61,555.89	211,555.89
	Dudley	New building at existing plant	238,825.06	210,538.19	449,363.25
Johnston County	Meadow	New building at existing plant		56,065.43	56,065.43
	Selma	New building at existing plant	73,325.15	80,000.00	153,325.15
Jones County	Pollocksville Elementary	New plant on new site	6,907.13	120,496.50	127,403.63
Onslow County	Blue Creek	New plant on new site	175,050.00	106,324.88	281,374.88
Person County	Lee Jeffers	New plant on new site	83,893.86	208,636.42	292,530.28
Sampson County	Hobbs	New plant on new site	491,512.36	100,000.00	591,512.36
Goldsboro City	Goldsboro Junior High	New plant on new site	<u>461,321.45</u>	<u>156,178.55</u>	<u>617,500.00</u>
Total			\$1,878,447.15	\$1,454,157.03	\$3,332,604.18

Trend Away From Frills in School Construction

The general trend has been away from the decorative to practical school buildings, according to John L. Cameron, Director of the Division of School Planning, State Department of Public Instruction.

"We've gone a long way toward elimination of the so-called frills," Mr. Cameron states. "The State approves school projects and agrees to expenditures of a certain amount for a given school job. We stress the functional aspect of the building and try to make as much use of State money as possible in providing classrooms."

"If local units want to make additions from their own funds which they believe are justifiable and desirable," Mr. Cameron states further, "we approve the expenditure of such funds when a better building will result. By and large, however, the schools over the State are sticking to straight, functional school construction."

Sunday School Teaches Lessons on Safe Driving

A recent Associated Press release reports that Bishop Lloyd C. Wicke of the Pittsburgh Methodist Diocese has stated that traffic safety is a responsibility of the church. Bishop Wicke is quoted as saying that "There's a Christian way to drive an auto and Sunday School is just the place to teach it."

Bishop Wicke, who heads the church's 116 member curriculum committee, reported that the group has approved a special unit of Sunday school lessons on safe driving for young people, which is entitled "Safety—The Christian Responsibility."

Although definite plans have not been made for including practice driving as a part of the instruction, Bishop Wicke reported that: "The purpose of the special unit is to present the safety viewpoint as it relates to the Christian ideal and to point older youth toward intelligent citizenship and driving stewardship."

Industrial Arts Fair Will Be Held May 11-12

The North Carolina Industrial Arts Association will hold its Project Fair this year in Greensboro on May 11-12 at the Proximity Junior High School.

In addition to the exhibits to which the public is invited, a program including tour of industrial plants and featured speakers has been arranged. At the dinner meeting, May 11, the speaker will be Dr. R. Lee Hornblake of the University of Maryland. The speaker for the luncheon meeting on May 12 will be Dewey Barich in charge of Educational Affairs for the Ford Motor Co.

The First Industrial Arts Fair, according to Marshall L. Schmitt, Associate Professor of Industrial Arts Education at North Carolina State College and Secretary-Treasurer of the Association, was held in 1952 at East Carolina College in Greenville. Other Fairs were held: in 1953, in Raleigh; in 1954, in Greensboro; and in 1955, in Charlotte.

At each of these fairs awards have been given to the best exhibits in various categories. Similar awards are offered for top exhibits in the 1956 Fair.

600,000 Children Drink 37,000 Gallons Milk Daily

Milk is now being served to approximately 600,000 school children in the schools of the State, according to an estimate made by Mrs. Anne W. Maley, State Supervisor of the School Lunch Program.

These 600,000 children drink about 37,000 gallons of milk daily, Mrs. Maley states. At present 1,937 of the 2,300 schools serve milk, either with the lunch or separately. An average of 456.811 lunches are served daily with milk. A total of 134,400 half-pints of milk are served separately. These figures cover milk and lunches served in schools participating in the National School Lunch Program. Approximately 300 schools do not participate in the National Program, some of which serve milk, Mrs. Maley reports.

Consumption of milk in schools participating in the National Program has increased greatly within the past few years. In 1953-54 a total of 65,931,073 lunches with milk were served. This number increased to an estimated 82,226,000 this year. Approximately 77,000,000 half-pints of milk were consumed in 1953-54. More than 130,000,000 half-pints will be consumed by children at school this year.

ECC Offers TV Course in World Geography

The first TV course in "World Geography" offered in North Carolina, and one of the first in the entire United States, is now being sponsored by East Carolina College, over Station WNCN, under the direction of Dr. Robert Cramer, professor of geography.

The course will run for 60 half-hour sessions every weekday afternoon. The course of study examines broad world regions, and emphasizes geographical knowledge and concepts as related to an understanding of world affairs. Seventeen students are taking this course for credit.

Dr. Cramer is a graduate of the University of Chicago, and has taught at Memphis State College and worked as research analyst with the U. S. Government before coming to East Carolina College, where he has been on the staff for one year.—*Tar Heel Social Studies Bulletin*, Winter, 1956.

Combs Announces New Policy Re Standard Elementary Schools

A new policy concerning the retention of accreditation ratings of elementary schools was announced recently by A. B. Combs, Director of the Division of Elementary and Secondary Education, State Department of Public Instruction.

This new policy refers to certificates held by the teachers in these schools. At present, in order for the school to be accredited teachers must hold either primary or grammar grade certificates, a majority holding Class A. Emergency A and high school certificates are acceptable under certain conditions and grades.

It has been the policy to give a year's notice, or warning, that the accredited rating will be withdrawn, when an accredited school employs a teacher or teachers who fail to meet this requirement.

The new policy, Mr. Combs announces, extends the warning notice from year to year and the accredited rating is continued *if the teacher who has an Emergency rating or who holds an improper certificate is making a valid attempt to qualify for the proper certificate as evidenced by taking extension or summer school work.* This new policy applies only to Emergency A, Emergency B, and Emergency C ratings, and to high school subject certificates.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

March 16-17	—Conference of N. C. Schools in Citizenship Education Project, University of North Carolina, Chapel Hill.
March 18-23	—Annual Conference, Association for Supervision and Curriculum Development, New York City.
March 22-24	—North Carolina Education Association, Asheville.
March 22-24	—North Carolina Teachers Association, Raleigh.
March 23	—Joint Meeting of Superintendents and Principals, Asheville.
March 25-29	—American Personnel and Guidance Association, Washington, D. C.
March 26-29	—National Council of State Consultants in Elementary Education, Washington.
April 1-6	—Association for Childhood Education, International, Washington.
April 1-6	—Third American Film Assembly, Morrison Hotel, Chicago.
April 4-6	—National Council of Teachers of Mathematics, Milwaukee, Wisconsin.
April 12-14	—The Speech Association of the Eastern States, New York Hotel Statler.
April 10-14	—International Council for Exceptional Children, Minneapolis, Minn., Hotel Nicollet.
April 13-18	—Music Educators National Conference, St. Louis, Mo., Jefferson Hotel.
April 19-21	—Southeastern Conference of Elementary School Principals, Augusta, Ga.
April 22-26	—Eastern District Meeting of the American Association for Health, Physical Education and Recreation, Atlantic City, Ambassador Hotel.

Theological Seminary May Grant Degrees

Permission to grant the B.D. (Bachelor of Divinity) and Th.M. (Master of Theology) degrees was granted the Southeastern Baptist Theological Seminary recently by the State Board of Education.

Authority for this action by the Board is provided by a law (Chapter 115, Art. 33), which states that "The State Board of Education is authorized to issue its license to confer degrees in such form as it may prescribe to an educational institution established after April 15, 1923 . . . and said Board shall have full authority to evaluate any institution applying for a license to confer degrees under this article."

Upon application of the Baptist seminary to grant degrees, a committee from the Board following a visit to the college recommended that the request by that institution to grant the degrees specified be granted. Southeastern Baptist Theological Seminary, located at Wake Forest with physical plant to be left by Wake Forest College when it moves to its new location in Winston-Salem, was established in September, 1951.

Welfare Dept. Issues Solicitation Licenses

Solicitation licenses were issued to a number of organizations by the State Board of Public Welfare on January 31.

In accordance with North Carolina law, agencies, organizations and institutions desiring to solicit funds in the State must make application to the State Board of Public Welfare. Following investigation by this department, license is either granted or denied.

Institutions granted licenses recently were the following:

Eastern North Carolina Scholarship Foundation of East Carolina College
North Carolina Division, American Cancer Society

North Carolina Heart Association
North Carolina Society for Crippled Children and Adults

Programs for Hospitalized Veterans
National Conference of Christians and Jews, Carolina Region

American Hearing Society
Crusade for Freedom
Chowan College

License was denied to the Blue Ridge Memorial Shrine, Gerton, Henderson County.

Importance of Attitude in Education Stressed by Visiting Egyptian Teacher

"Problems in education are very similar in Egypt and the United States," declared Sami Boulos, instructor in the University of Cairo, who has spent the past seven months visiting American schools. For a month Mr. Boulos was in North Carolina as guest of the State Department of Public Instruction, visiting a number of schools in the State.

"The most important thing about education, in my opinion," said Boulos, "is attitude—attitude toward teaching, toward learning, and toward cooperative endeavors. In America I find that people work on their educational problems with hope and happiness; and this, to me, is wonderful."

Mr. Boulos indicated that his visits to American schools have given him much insight and encouragement for improving the educational system of Egypt. "We can have a good education program in Egypt if we are willing to discard some of our ineffective ideas and techniques and utilize the best that modern philosophy and psychology have to offer," he stated.

In his analytical report to Washington and to his own government, following seven months in the States, Mr. Boulos made several specific observations. "To me education has seemed best in America where grades one through five are in charge of a single teacher; grades six through nine in charge of about three teachers; and grades ten through twelve in charge of many teachers."

Reading, according to Mr. Boulos, seems best done when pupils are encouraged to read according to their own interests. "Reading circles in the lower grades, with all their advantages, should be re-examined frequently to determine exactly how effective they are." Boulos observed the limited use of creative writing in many American schools; indicated the excessive emphasis on the past in social studies classes; and lamented the unbalanced health and physical education programs in many schools.

Boulos, whose chief interest is elementary science, is now at the University of Florida, where he is working on his doctor's degree. "In my country and in yours," he declared, "the greatest problem pertaining to elementary science is with teachers and not with pupils. Everywhere we need teachers with strong interests in science and with skills which will keep alive the natural curiosity which so many pupils possess."

In concluding his remarks, Boulos affirmed his faith in the public school concept of education; and indicated that much pleasure and profit have resulted from his contacts with pupils, parents, and teachers in America. "Nothing was nicer for me than living in American homes in many of your states. I learned so much about your way of living, especially your generous attitude toward foreigners, that I shall always be indebted to my many American friends."

Smith Points Out Need for Better Guidance in Training for Trades

"There is some evidence that there is a need for better selection of students for trade classes," according to J. Warren Smith, Director of Vocational Education, State Department of Public Instruction.

In an article which appeared in the *January Trade and Industrial Newsletter*, Mr. Smith points out the need for better guidance in the training of skilled workers in the high schools. "Training for skilled workers," he states, "should be respectable and considered to have the same importance as any other subject . . . Students who are assigned to trade classes should want the particular subject and should have the ability to succeed in the subject."

The practice of assigning pupils who are disciplinary cases or those who have failed in English, mathematics, history, or other academic subjects is harmful to the day-trade program, in the opinion of Mr. Smith. "Students who cannot pass required academic subjects will not normally be good candidates for training in skilled trades," he said.

Although all professional workers in the school—the principal, supervisor, teacher and counselor—should work together in strengthening the trade program, Mr. Smith is of the opinion that the shop teacher is the key person for the vocational guidance of those students who wish to enroll or are enrolled for the subject which he teaches. "This teacher is the person best informed about this occupation. He knows about the types of employment available. He knows the employees. The shop teacher, because of this occupational knowledge, should be helpful to the school counselor, the home room teacher, and the principal."

Time to Buy Coal Says Blanchard

Superintendents have been urged to place their orders for coal for use during the 1956-57 school term early this spring and summer months by C. W. Blanchard, Director of the Division of Plant Operation, State Board of Education.

"If you can handle your 1956-57 coal during March, April, May, and June," Mr. Blanchard stated, "we will do our best to secure shipments during any or all of the above months."

"We hope to place orders early in March in an effort to secure prompt delivery. In this connection, we wish to urge that preparation be made in advance to handle your requirements during the early spring and summer months."

Students Show Interest in Photo Contest

Both quantity and quality of entries received so far in this year's National High School Photographic Awards indicate that students are showing an increasing interest in achievement through photography, according to word received from Awards headquarters in Rochester, New York.

This year's contest, the 11th such annual affair, will run through March 31, 1956. Any student attending daily (grades 9-12) in public, private, or parochial schools is eligible to submit photographs. Judging will be done in four classes: (1) School Activities; (2) People—outside of school; (3) Pictorials; and (4) Animals and Pets.

Cash prizes totaling \$5,000 will be awarded winners. Amounts of awards to individual winners run from \$300 to \$10. Any number of prints in each class can be submitted. Past years' contests definitely show it's not necessary to be an expert, or own complicated equipment, in order to gain recognition in this contest.

As in previous years, a selection of winning photos will again be collected into a traveling exhibit available to schools on loan without charge.

This year's NHSPA has again been placed on the list of approved contests and activities by the National Association of Secondary School Principals.

Questions about the contest or traveling salon, as well as requests for free literature and rules folders, should be addressed to: National High School Photographic Awards, 343 State Street, Rochester 4, New York.

78% ECC's Enrollment Prepare for Teaching

East Carolina College's largest winter-quarter enrollment totals 2,814 men and women now taking courses taught on the campus, Registrar Orval L. Phillips recently announced. Of these 2,092, or almost 78 per cent of the students, are registered for work preparing them as teachers. These figures do not include students registered in extension courses.

In addition to the 2,092 enrolled in courses leading toward the B. S. degree, awarded at East Carolina to those completing work in teacher education, 399 are taking work leading to the liberal arts degree. Other students include 128 registered in pre-professional or pre-vocational courses and 180 in the two-year business course. Fifteen are graduate students.

A classification of those taking work in teacher-education indicates, according to Dr. Phillips, that 596 students, 25 men and 571 women, are receiving training as teachers in the elementary grades. Of these 359 are specializing in primary education and 237 in grammar grade education. A total of 1,496 students, 888 men and 608 women, are receiving training as teachers in various areas of high school teaching.

Enrollment Increases in Extension Classes

The number of persons enrolled in evening extension classes during the school year 1954-55 increased 31 per cent over the number enrolled in such classes during the preceding year, according to M. D. Thornburg, State Supervisor of Trade and Industrial Education, State Department of Public Instruction. There were 3,964 persons enrolled in courses representing 26 different occupations, Mr. Thornburg states.

The enrollment of evening extension classes is composed entirely of persons employed in trade occupations who desire additional related instruction which will enable them to advance in their field of work. Except for indentured apprentices, enrollees attend classes voluntarily.

The cost of instruction is paid for from Federal, State, and local school funds. The average per enrollee cost for the past school year for instruction was \$7.80. This does not include cost of maintaining facilities, such as classrooms, etc., which are provided free by local schools.

Publication Gives Unbiased Information Re Current Developments on Segregation

Southern School News, monthly publication, continues to be published for educators and community leaders as an aid in keeping abreast with developments following the Supreme Court decision on segregation in the public schools.

Subscription rates are kept at a minimum, fifteen cents per month, since three-quarters of the cost of publishing the paper is paid through a grant from the Fund for the Advancement of Education.

Regardless of personal opinions, those interested in the problems pertaining to segregation and integration have found in *Southern School News* up-to-the-minute and trustworthy information of what is happening in various communities throughout the South.

The publication has 19 expert correspondents, and a board of directors consisting of eminent publishers and educators. The news is presented state-by-state; and for the first year was mailed to 30,000 schools, newspapers, and interested parties. Now the monthly *News* is on a subscription basis, \$2.00 per year; and may be ordered through the Southern Educating Reporting Service, Box 6156 Acklen Station, Nashville, Tennessee.

Those who have read the early issues of Southern School News have been impressed with its wide coverage and its possibility of keeping interested citizens well-informed. Since the News has no editorial staff, but only a news staff, its policy of presenting facts without opinionated comments leaves the reader free to do his own thinking. Thus far, Southern School News has rendered a vital service and has received the plaudits of newsmen, educators, and other community leaders throughout the Nation.

Board Raises Fee for Commercial Schools

Fees for licensing commercial schools for operation in the State were raised by the State Board of Education at its February 2 meeting.

Initial fee for new schools was raised from \$10.00 to \$25.00. The annual renewal fee was changed from \$10.00 to \$15.00. Fees for the operation of trade schools were set the same as that of commercial schools.

Duke Plans New Program For Teachers of English

Duke University has established a new program to help fill the need for college English teachers.

Combining work toward the Ph. D. degree with teaching experience, the program was jointly announced recently by Dean Marcus Hobbs of the Duke Graduate School of Arts and Science and Dr. Charles E. Ward, English department chairman.

A number of colleges will cooperate with Duke in the continuing four-year program. Students who are accepted will receive graduate awards during the first two years, when they will study on the Duke campus.

The third year will be devoted to teaching at the cooperating institutions. During the fourth year, the students will combine graduate study with part-time teaching duties at Duke.

On successful completion of the program and Ph. D. requirements, the candidates will be ready to enter teaching with experience as well as the advanced degree.

Dr. Ward points out that the shortage of well qualified English teachers has reached grave proportions. The Duke program is designed to help relieve this shortage.

Coronet Films Releases 1956-57 Catalogue

Coronet Films, Chicago, announces the release of its new 1956-57 catalogue of 16mm sound motion pictures for educational use. It is available without charge to schools and other training institutions.

The 96-page, four-color catalogue describes 668 teaching films, most of which are available in full color as well as black-and-white. They are presented in logical sequence from films for kindergarten and the primary grades through the intermediate grades and high school—including special mention of desirable films for use in teacher-education, other college courses, and for adult education.

A free copy of the four-color 1956-1957 catalogue of the largest number of up-to-date educational films in natural color or black-and-white may be obtained by writing to Sales Department, Coronet Films, Coronet Building, Chicago 1, Illinois.

President Gives Views on School Construction

In three separate messages to Congress President Eisenhower has set forth his views and recommendations concerning Federal aid to school construction.

In his State of the Union message on January 5, the President gave his philosophy for aiding schools. His special message on January 12 contained a plan and concrete details. His budget message on January 16 included a request for the money for carrying the plan into action.

Principles governing school construction aid, the President believes, are: Federal assistance should be limited to five years; it must operate to increase rather than decrease local and State support; it must provide the greatest help to the most needy states; and it should not jeopardize the freedom of local school systems.

The special message proposed the following plan:

1. \$250,000,000 a year for five years, to be matched with state funds.
2. \$750,000,000 with which to purchase school bonds where school districts cannot sell them in private markets at favorable interest rates.
3. A reserve (amount not specified) for advances to states to help state educational finance agencies float bonds, build schools, rent them to local boards of education, and after the bonds have been paid off, turn the title to the building over to the local board.
4. \$20,000,000 for long-range planning of school construction in each state, this to be matched by the states.

In this budget message the sum of \$150,000,000 for school construction was included (rather than \$250,000,000 as proposed), because it was the opinion of budget officials that during 1956-57 the states will be able to spend only that amount. Other items for education in the proposed budget were:

School lunch	\$83,000,000
Vocational rehabilitation	41,000,000
Vocational education	34,000,000
Assistance for maintenance and operation of schools in Federally-affected areas	78,000,000
Assistance for school construction in Federally-affected areas	88,000,000
Special milk program	75,000,000

Pan American Week

The week of April 9-14 will be observed as the 60th celebration of Pan American Week, it was announced recently by Pan American Union, sponsor of this celebration.

The following materials are available for use in preparing programs for this observance:

1. "How to Celebrate Pan American Day"—A guide to organizing programs and projects for all ages and groups.
2. "Pan American at Work"—Background material for the use of teachers, club and study group leaders, publicity chairmen and general information.
3. "Introduction to the American Republics"—Contains basic information, map and flag for each country.
4. Photo Flashes of the 21 American Republics—a picture poster.

These materials may be obtained from Pan American Union, Washington 6, D. C.

Teachers May Find Valuable Suggestions In New Pamphlet on "Local History"

Local History, How to Find and Write It, a pamphlet by Dr. D. J. Whitener, head of the department of social studies at Appalachian State Teachers College, may be found useful to teachers, laymen, and professional writers.

Into this booklet has gone Dr. Whitener's experience in training teachers of North Carolina history, as well as his own knowledge of sources gained from a lifetime of research and writing.

The pamphlet is full of ideas for the "grassroot historian", with emphasis on what to look for, where to look for it, and how to make it history. "The beginner", Dr. Whitener states, "should choose a project that is tangible, limited, and within his resources."

The second part of the bulletin lists 19 possible research projects with suggestions concerning what to look for and where to look for it. Typical of the topics suggested are these: "Old Homes", "Pioneer Families", "Old Plantations or Farms", "Local Industries", "Speculators", "Country Stores", "Place Names", "Churches", "Cemeteries", and "Early Schools".

The third section of the bulletin is a listing of source materials available to people studying local history in North Carolina.

This 17-page bulletin has a number of practical ideas which might be useful to teachers of social studies whose interest in history is creative and whose concern for pupils is individualized. Emphases in this publication are identical, it seems, to those which imaginative teachers endeavor to stress as they search for ways of making history alive and meaningful.

Teachers College To Hold 1956 Summer Session

The 1956 summer session of Teachers College, Columbia University, will begin July 9. Courses will be offered for teachers, supervisors and administrators in all grades and all departments of the educational system, and for those working in fields such as guidance, nursing, adult education, nutrition and recreation. Registration will be held July 5 and 6.

In addition to regular courses, a group of short-term conferences and workshops, usually from one to three weeks in length, will be offered. The departments of guidance and special education will sponsor conferences to be held for the first time this year.

Conferences on the counseling of parents of children with physical disabilities and neurological impairment and on the education and care of the mentally retarded in residential schools will be offered for the first time by the Department of Special Education.

Also new are conferences on guidance and conservation of human resources, to be held without fee each Tuesday, Wednesday and Thursday of the summer session and sponsored by the Department of Guidance and Student Personnel Administration.

Included among the conferences which have become traditional in the Teachers College summer session will be the fifteenth annual Work Conference for Superintendents of Schools, from July 9 to July 27, and the All-College Lectures, a series of lectures, discussions and demonstrations on current educational problems, given without fee.

The Attorney General Rules . . .

Authority of State Board of Education to Fix Boundary Lines of City Administrative Units

In reply to inquiry: With your letter of November 18th you enclosed the original of a letter from Dr. _____, Superintendent of the _____ City Schools, together with a copy of the legal description of the boundaries of said City Administrative Unit. After stating the problem confronting the City Administrative Unit as to the correct location of the boundary lines, Dr. _____ poses the following questions:

"1. Would the State Board of Education have the authority to clarify the language describing the boundaries of the _____ City Administrative Unit by stating that this boundary extends to the center of the _____ River?

"2. Would the State Board have the authority to establish our boundary at the center of the river regardless of where the county line may eventually be established?"

G. S. 115-111(11) specifically provides that the State Board of Education does have authority in its discretion to alter the boundaries of any city administrative unit when in its opinion such change is desirable for better educational advantages or better school administration. However, in the instant case, it would seem to be purely a question of an allocation of taxes as between the county administrative unit and the city administrative unit. There is also a question as to the location of the boundary line between _____ and _____ Counties at this point. That is a complicated question about which several conferences have been held in this office and this office has furnished to the officials of one or both of the counties involved copies of various old statutes creating and changing the boundary lines of the various counties in that section of the State.

G. S. 115-75 provides that school districts may be formed out of contiguous counties by agreement of the county boards of education of the respective counties, subject to the approval of the State Board of Education. This statute would not seem to be applicable to a situation in which the State Board of Education is simply fixing the boundary lines of a city administrative unit so as to include a small area located within another county. In this case the State Board would be including land

covered by water and a dam and power station valued at approximately \$8,000,000.00. I very much doubt the authority of the State Board of Education to establish the lines of the administrative unit so as to include this valuable property if it should develop that the same is located within the limits of another county.

It seems to me that the practical solution of the problem is to have the beginning corner of the administrative unit definitely established by an engineer. It may be that an actual survey will be necessary, but it is possible that an engineer can establish the same by making a plat from the description of the _____ and _____ properties. You will note that the beginning point is described as a point on _____ River "being the dividing line between the farms of the estate of _____, deceased, and the late _____ tract." You will also note that the last call in the description by metes and bounds is as follows: "thence down said river as it meanders to the point of beginning."

The legal question involved is whether the description by metes and bounds goes simply to the banks of the _____ River or to the "thread of the stream", that is, the point where the waters seem to divide. You will notice that the next to the last call in the description is in the following language: "thence from this last named point due North to the banks of the _____ River." It is firmly established by North Carolina decisions that the owner of land bordering on a non-navigable stream owns to the thread thereof. See *HARRAMOND v. McGLAUGHON*, 1 N.C. 90; *WILLIAMS v. BUCHANON*, 23 N.C. 535; *WALL v. WALL*, 142 N.C. 387; *DUNLAP v. POWER COMPANY*, 212 N.C. 814; *ROSE v. FRANKLIN*, 216 N.C. 289; *KALLY v. KING*, 225 N.C. 709; *WHITE v. WOODARD*, 227 N.C. 332.

It is also firmly established that title to the bed of navigable streams is in the sovereign and that adjoining land owners own only to the banks of the stream, subject to an easement in the public for purposes of navigation. See *WILSON v. FORBES*, 13 N.C. 30; *COLLINS v. BENBURY*, 25 N.C. 277; *HODGES v. WILLIAMS*, 95 N.C. 331; *STATE v. TWIFORD*, 136 N.C. 603; *STATE v. EASON*, 114 N.C. 787; *WOOL v. EDENTON*, 115 N.C. 10; *SWAN ISLAND CLUB v. WHITE*, 209 Fed. (2nd)

698; *INSURANCE COMPANY v. PARMELE*, 214 N.C. 63.

If this office can render further assistance in this difficult problem, please do not hesitate to call upon us. I return herewith Dr. _____'s letter and the legal description of the administrative unit.—Attorney General, December 8, 1955.

Public Contracts; Alternate Bids; Acceptance After Base Bid Has Been Accepted

In reply to inquiry: In your letter of January 10th you pose the following questions:

"A local school board receives bids for a school building. The bidders are requested to give a base bid and one or more alternates. When bids are opened it is found there is sufficient money on hand to award contracts to the low bidders on the base bids but not on the alternates. While the building is under construction, the Board of Education receives sufficient funds to do the additional work called for in one or more of the alternates. Can the Board of Education, through change orders, award the work called for in the alternates to the contractors on the job, if:

"A. The contractors agree to perform the work at the same price they bid on the alternates, and provided their total costs included the alternates are less than that of any other original bidders?

"B. The contractors agree to perform the work at the same price they bid on the alternates but if the same alternates had originally been accepted, another bidder would have been low?

"C. The contractors agree to perform the work at a reasonable increase in price over their original alternate bid but are still lower than the original second low bidders with the same alternates included?

"D. The contractors agree to perform the work at a reasonable increase in price over their original alternate bid but are higher than the second low bidder would have been if contracts on the alternates had been awarded at the time contracts were awarded on the base bids?"

You also seek the views of this office as to proper procedure to be followed by local school boards in each instance in which our answer is in the negative.

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, March, 1951)

Superintendent H. B. Marrow of Johnston County was named "Far Heel of the Week" in the Sunday feature section of a recent edition of the Raleigh News and Observer.

J. Warren Smith, Director of Vocational Education, has been appointed by U. S. Commissioner Earl J. McGrath to serve as an alternate member for a three-year term on the Commission on Life Adjustment Education for Youth.

State Superintendent Clyde A. Erwin has been made a member of the 1951 Board of Directors of the National Council of Chief State School Officers.

10 Years Ago

(N. C. Public School Bulletin, March, 1946)

A. W. Honeycutt, superintendent of the Chapel Hill schools for eight years prior to July 1, 1945, and more recently training specialist with the Army Signal Corps, Washington, D. C., has been appointed North Carolina field representative of the Division of Surplus Property Utilization of the U. S. Office of Education.

A list of the teachers of physical education of the State was recently compiled by Charles E. Spencer, Advisor of Physical and Health Education for the Department of Public Instruction.

H. A. Helms, principal of Broughton High School, advocated that principals in North Carolina schools be employed on a 12-months basis in a talk last night (January 23) of the United School Principals' Unit of Raleigh and Wake County.

15 Years Ago

(N. C. Public School Bulletin, March, 1941)

Randolph County is participating in the national defense program with classes for older people that are being held in vocational departments of several of the county schools.

"Democracy in the Schools" was the theme of the fourth meeting of Buncombe County teachers and principals which was recently held at Blittmore school.

Chatham County high schools will send questionnaires to students who have graduated during the past eight years in order to determine what benefit courses of instruction they have taken have been to them in their present occupations.

University To Hold School Week

School Week will be held again at the University of North Carolina at Chapel Hill, according to a recent announcement by Dean Arnold Perry of the School of Education.

Dean Perry stated that the week of June 17 will be observed as this occasion. School boards associations have been requested to send delegates to this annual conference. The program, which will be announced later, will include much of value to both board and committee members, Dean Perry said.

Attorney General Rules

(Continued from page 15)

This office is of the opinion that the answer to your question "A" is "yes", and that the answers to questions "B", "C", and "D" are "no".

G.S. 143-129 permits negotiation when the lowest responsible bid is in excess of the funds available for the project, but the legislative intent would seem to be to allow negotiation downward but not upward. In your question "A" the only reason for acceptance of the base bid only is that funds are not available for the alternate projects. When funds become available for such projects, I see no reason why the original bidder must not be awarded the alternate contract at his original bid without further advertisement since his bid for the alternate project is less than that of any other original bidder. In that case, both the base bid and the alternate bid of this bidder would have been accepted had the money for the alternate project been available.

In the situations covered by your other questions, the contract on the alternate projects would be awarded by negotiation to a person other than the lowest reasonable bidder, if such questions should be answered in the affirmative. Therefore, it is the view of this office that such procedure would violate the very purpose of the statute (G. S. 143-129). In such cases it is thought that when it is decided to construct the alternate projects, it is necessary that the Board advertise for new bids. The very fact that the successful bidder on the basal project is on the job would often result in his being awarded the new contract as the lowest responsible bidder. Of course situations might arise in which some other builder would be awarded the contract, but I can see no way to avoid that possibility without disregarding both the letter and the spirit of the law. — Attorney General, January 18, 1956.

MAKING TODAY'S NEWS

Charlotte. John C. Otts, Jr., assistant superintendent of Charlotte public schools, has been awarded the degree of doctor of education from Teachers College at Columbia University. *Charlotte Observer*, December 25, 1955.

Guliford. The special study committee on integration in county schools yesterday reported it has sampled and analyzed public opinion but has no specific interpretation or recommendations at this time. *Greensboro News*, January 8, 1956.

Sanford. Three Indian children were admitted to previously all-white city schools here today. *Raleigh, News and Observer*, January 4.

Elizabeth City. The first course in industrial arts ever offered Negro students here is well underway at P. W. Moore High School with 18 ninth-grade students enrolled, N. H. Shope, Superintendent of the Elizabeth City public school system, said today. *Elizabeth City Advance*, January 5.

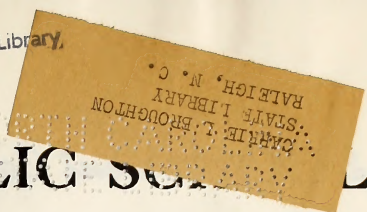
Burke. The Burke County Board of education has notified its advisory committee on racial integration that it will be called into action as soon as the State Advisory Committee sends information it has promised. *Valdese News*, January 19.

Mitchell. A county-wide testing program will begin in all Mitchell County schools around the middle of January, according to Mrs. Ruby Siske Gouge, county school supervisor. *Spruce Pine View*, January 11.

Forsyth. Dr. Ralph Brimley, superintendent of Forsyth County schools, told a group of the State's professional engineers here today "you can have the kind of schools you want, if you'll tell the school people what you want and get some other taxpayers to help you pay for it." *Winston-Salem Sentinel*, January 14.

Greensboro. The Greensboro Board of Education will receive bids Jan. 17 on a new \$1,000,000 junior high school. *Greensboro Record*, January 6.

Davidson. Davidson County schools will receive a net sum of \$395,492.42 from the second \$25,000,000 of the State bond issue after deduction of small amounts for administrative and bond sale expense, it was announced yesterday by the State Board of Education. *Lexington Dispatch*, January 6.



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**NORTH
CAROLINA**

BULLETIN

April, 1956

RALEIGH, NORTH CAROLINA

Vol. XX, No. 8

United Forces Announces 1957 Legislative Program

The United Forces for Education recently announced one immediate goal as its basic legislative program to the 1957 General Assembly. This goal is to obtain and keep enough qualified teachers for the public schools of North Carolina.

"The people of North Carolina must seek action by the 1957 General Assembly necessary to achieve the immediate goal," stated Charles W. McCrarry, UFE Chairman, who made the announcement. Three steps are necessary in order to insure this legislative objective of the UFE, he said. They are:

1. A minimum salary schedule of \$2600 to \$4100 for teachers holding A-Certificates, with proportionate salary increases for other school personnel, this salary schedule to be paid for 9 months of work and to be based on not more than 12 increments.

2. An extended term of two weeks employment for teachers and principals, the salary for these two weeks to be based upon the salary schedule proposed in "1" above.

3. Clerical assistance for those schools in which such assistance is deemed necessary.

It was the opinion of the UFE leaders that the \$2600 to \$4100 salary goal is an absolute minimum and that this salary may not be high enough to attract a sufficient number of qualified young persons into the teaching profession.

The extended term of two weeks will enable the schools to offer 180 days of actual classroom instruction and the extension of employment before and after the school year will enable the teachers not only to prepare for the opening and for the closing of school, but will provide time for valuable professional in-service training.

Clerical assistance for schools will provide aid for principals to relieve them of routine clerical duties and free them for their primary responsibility which is administrative and supervisory.

America's Brightest Youngsters Prefer Engineering, Science, Medicine and Teaching

What plans are America's best young brains making now for their futures?

According to figures compiled last week by the National Merit Scholarship Corporation, a very high percentage of them are aiming for careers where they are needed most—in science and engineering.

The NMSC, currently conducting a nationwide hunt for the most able high school seniors, assembled the figures from among the 5078 semi-finalists in the search. The boys and girls involved come from every state in the nation.

Results show that 56 per cent of the boys and 16 per cent of the girls among these highly talented youngsters desire to become engineers or scientists. Chemistry, physics and various engineering fields hold the strongest appeal for this group.

The 5078 semi-finalists represent the pick of an original pre-selected 60,000 high school seniors who took the first NMSC test on October 26, 1955. The original group represented students picked by high school principals throughout the nation as those among the top 5 per cent of their senior classes.

A further process of selection is now being conducted by the National Merit Scholarship Corporation to find the eventual winners of 3 million dollars worth of scholarships.

In addition to the 45 per cent overall of brainy youngsters indicating an interest in science or engineering, large numbers of them want to enter either teaching or health work.

More than a third of the girls—36 per cent—plan to become teachers. About 10 per cent of both boys and girls would like to follow careers in medicine or other health fields.

The next biggest category, where 8 per cent of both boys and girls show an interest, is business.

Law attracts 8 per cent of the boys, but only 5 per cent of the girls.

More than a tenth of the girls—12 per cent—want a career in arts or let-

ters, but only 4 per cent of the boys have this interest.

Three per cent of the boys and 4 per cent of the girls want to specialize in either religious or social service careers.

Two per cent of these gifted young people do not fall into any of the above categories. Their interests range from diamond cutter, interpreter, or poultry and stock manager to careers as regular officers in the armed forces. One boy confidently stated that he would like to be a general.

The National Merit Scholarship Corporation was established last fall by grants totaling 20½ million dollars from two leading foundations. Since then the NMSC has been conducting a nationwide hunt for the high school seniors best able to benefit from a college education.

The purpose of the National Merit Scholarship program is to assist as many as possible of these top notch young people through a college education.

Originally a million dollars was allocated to make scholarships available this year. But with the help of a number of leading American corporations now participating in the program, more than 3 million dollars in scholarship money will be awarded this spring.

New York Asks for \$3,500 Minimum Starting Salary

A minimum starting salary of \$3,500 a year for all state teachers with Bachelor degrees is being asked by New York State's Health Commission. If state legislators approve, the new scales will mean pay boosts for nearly half the teachers in central school districts.

The Commission is also asking a minimum of \$4,100 for five years' experience, \$5,100 after ten years, and a \$300 differential for teachers with Master's degrees.—Scholastic Teacher.

Superintendent Carroll Says . . .

Action research, about which we hear so much today, is the currently fashionable term for an investigative study on the local level of a problem which should be examined in the interest of better schools. Research studies initiated at the local level are characterized by an earnest desire to examine current policies, practices, and procedures with the idea of finding more effective ways of doing a better professional job. Such a program of research involves cooperative action on the part of many interested individuals and groups. It is dynamic because it applies the scientific approach to a live issue. In this atmosphere, one's best energies are released; information and advice are sought from many sources; and individual and group morale seem to generate continuous determination for improving the total educational program.

In North Carolina today, under the leadership of administrators, supervisors, and teachers of vision, many cooperative studies designed to improve school organization, administration, and instruction are daily attesting to the fact that desirable changes take place in education when those most concerned seek ways of moving forward. Increasing efforts of this nature are insuring better education for all the youth of the State.

Illustrative of local research, this issue of the Bulletin carries a report on a study conducted by the people of Alamance County. Through the techniques of investigation and interview involving hundreds of students and parents, the school personnel of that County have obtained reliable information on such questions as why students leave high school, what becomes of graduates, and what courses were most helpful in terms of present vocations. The findings in this study have substantiated some opinions held by those responsible for planning education in that County. Now that the evidence is in hand, some modifications in the curriculum are being planned as a means of providing for Alamance youth the kind of education which will be most rewarding. The research in this case has been interesting, informative, and fruitful.

Experience in Alamance County, as elsewhere, has demonstrated that locally conceived, cooperatively executed studies in education are usually productive in terms of public interest and support. This is not surprising when one considers the power that is released in a group which feels the need for improving a condition and which works intelligently and patiently in its solution.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August
by the State Department of Public Instruction.

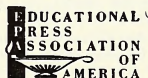
Entered as second-class matter November 2, 1939, at the post office at
Raleigh, North Carolina, under the Act of August 24, 1912.

April, 1956

CHARLES F. CARROLL

Vol. XX, No. 8

State Supt. of Public Instruction



EDITORIAL BOARD

L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Features

	Page
America's Brightest Youngsters Prefer Engineering, Science, Medicine and Teaching	1
Superintendent Carroll Says	2
Coltrane Advocates Community Colleges	5
Judge Says Supreme Court Decision Not a Mandate to End Segregation	7
Use of "Pupil" as Basic Factor for Indicating School Facility Situation Shows Interesting Data	8-9
Governor Hodges Gives Brief Excerpts from Statements on Segregation Problems	10
The Attorney General Rules	15

Ye Editors Comment...

Education and Industry

What factors does an industry look for when seeking a location? Community tax structure? Water or other power facilities? Population of the community? Recreational facilities? Housing? Schools? Perhaps all of these and other factors are considered. It is learned, however, that "educational facilities" is one factor which is **always** considered, for it is the school to which industry looks for its labor supply and it is the school to which both operators and workmen send their children.

An impressive looking school facility may not always indicate the best school, but it is one evidence of the community's interest in good schools. If the school buildings are unattractive and reflect community indifference, then industry will not locate in that community.

If our compulsory attendance law is weakened even beyond where it now affects the children who attend the public schools, will industry be interested in locating in such a State? Industry does not recruit its labor supply from the uneducated.

A good public school system is essential to industrial prosperity. Conversely, a successful industry is helpful to the public schools.

Examinations for College Entrance

The University of North Carolina program for testing all students who desire admission to any one of its three units, and perhaps to be extended to applicants for admission to all State colleges, has considerable merit. A sound testing program administered to high school students at the end of the tenth grade or very early in the eleventh could serve at least two generally useful purposes: (1) the improvement of instruction (by providing data about pupil interests, strengths and weaknesses) and (2) guidance.

Screening for college admission is one phase of guidance. Appropriate testing not only makes possible the identification of students who should be encouraged to go to college and guidance in their college preparation, but also helps advisors to steer into other useful pursuits those who will probably not succeed in college. Perhaps even more important than identifying potential students is the responsibility for helping students select the college, and the program within the college, to which they are best suited.

Community Colleges

A community college is a two-year institution designed to meet specific educational needs in a community or local area where these needs are not being met adequately by the public schools or the colleges. Ideally, the curriculum of the community college would provide general education, a two-year academic program which would enable students to enter senior colleges at the third year level, terminal courses of vocational, technical or semi-professional training, and on-the-job training for upgrading and recreational training.

North Carolina made a beginning in the support of institutions of this kind when the General Assembly of 1955 made small appropriations for the support of public colleges which have been established in Charlotte, Wilmington and Asheville.

With increased college enrollments, both in junior and senior institutions, estimated to be 70,000 in 1970, it is apparent that the State will have to enlarge materially the physical plants at the twelve institutions which it supports, or establish a number of two-year institutions in certain strategic areas. Such institutions would enable many freshman and sophomore students to live at home and thereby eliminate dormitory facilities that would be necessary if present institutions were enlarged. These institutions would also provide terminal education for a large group of students who enter but never finish senior college work. Thus, the senior colleges could give their attention to students who had already demonstrated their ability and willingness to do college work and whose vocational plans were more mature than is typical in a freshman class. Attention is called to publication 285, "Community College Study", issued by the State Department of Public Instruction, which describes the community college program.

To be of optimum use in guidance and particularly in the improvement of instruction, testing should be done early in the student's high school career. The senior year is too late to permit much change in a student's program.

Sample tabulations of a recent comprehensive survey of testing in the public high schools of North Carolina, undertaken by the Department of Public Instruction and the State Advisory Committee on Testing, reveal that much test information is already available to colleges upon request. The complete study is in the process of tabulation. Standardized testing in North Carolina schools is not new.

Changes Needed in Alamance Schools Suggested By Recent Cooperative Study

School drop-outs interviewed in Alamance County indicated that 25 per cent left school because they were disinterested; 16 per cent, to get married; 14 per cent, because parents needed financial help; 10 per cent, because they wanted a job. Parents of drop-outs also indicated that 25 per cent of their children left school because they were disinterested; and teachers themselves stated that 33 per cent of those who dropped out of school did so because they were disinterested.

Of the 1,163 students who dropped out of the Alamance schools between May 1949 and January 1955, 25 per cent, or 292 were interviewed by laymen trained in interview techniques and by teachers. Graduates of the classes of 1949, 1952, and 1954 number 1,165; and of this number 324, or 27 per cent, were interviewed. A total of 616 students were interviewed during this project. Parents of drop-outs and graduates were also interviewed, making a grand total of more than 1800 interviews on which data are now available.

This study of drop-outs and graduates was directed by the Central Advisory Committee of the Alamance County Schools, and participated in by consultants from the University of North Carolina, the State Department of Public Instruction, and approximately 225 laymen.

Purposes for making this study were to determine reasons students left school before graduation; to determine factors and influences which tend to keep students in school; to determine characteristics of school drop-outs which may be considered by teachers in keeping students in school; to involve citizens in analyzing the school program and to acquaint them with its problems; and to gain suggestions for improving Alamance County schools.

Highlights among the findings of this study are now available in a publication entitled, *We Found This*, copies of which may be obtained through Superintendent M. E. Yount.

The Alamance study reveals that pupils in the county dropped out of school in largest numbers in the eighth and ninth grades; that many of the drop-outs had "good" attitudes toward school; that 64 per cent of the drop-outs had adequate abilities in their normal school work; and that the education, economic status, working hours, attitude towards child's education, and attitude toward child's vocation of the

parents of drop-outs was not so good as that of the parents of graduates.

Each section of the bulletin, *We Found This*, is concluded with thought-provoking comments. For example, following the section on "Why Students Left School", the teachers asked these questions: "Why is it that many young people choose to get a job, get married, or do other things in preference to staying in school?", and "Are our schools preparing students for early responsibilities in marriage and parenthood?"

A limited study was made of the income of drop-outs and graduates, of the vocational plans made by students while in school, and of the occupations in which students were employed when interviewed. A comparison of what youth planned to do and what they are now doing is graphically displayed in one section of the pamphlet.

Certain symptoms which help identify students who may drop out of school reveal that 21 per cent of drop-outs were absent from school fifteen days or more each year, whereas only nine per cent of graduates were absent from school the same number of days. Fifty-eight per cent of the drop-outs repeated one or more grades between grades one and nine, whereas ten per cent of graduates repeated one or more grades between one and nine. Fifty per cent of the drop-outs who repeated a grade, repeated one of the first three grades; and 20 per cent of the drop-outs who repeated a grade, repeated the first grade.

Drop-outs indicated that mathematics, English, home economics, and agriculture were subjects most helpful to them; whereas, graduates indicated that English, mathematics, typing, and general business were most helpful to them.

Former students recommended that the Alamance County schools have more vocational training, and a broader curriculum with a wider choice of subjects, such as, training in personal business and money management, training in preparation for assuming civic responsibilities, guidance in use of leisure time, and improvement in teacher-pupil relations.

Parents of former students also indicated that more vocational training was needed and that a better guidance program for students was essential. Parents recommended a broader curriculum, including more commercial education; and many parents stated that stu-

New High School Texts Adopted by State Board

New geometry, spelling and shorthand texts for use in the public high schools were adopted by the State Board of Education at a meeting held February 2.

Plane Geometry, published by Ginn and Company, was adopted at a retail price of \$2.76. This book will replace a book by the same title, published by Allyn and Bacon, at \$1.21 a copy.

Solid Geometry, published by the American Book Company, takes the place of *New Solid Geometry*, a Sanborn published book. The newly adopted book will sell at \$2.28 a copy as compared with \$1.25 for the old.

Gateways to Correct Spelling, published by the Steck Company, replaces *Using Words, Advance Course*, published by Silver, Burdett and Co. The new book will retail at \$1.15, whereas the old book sold for .897 cents per copy.

Four books for students taking shorthand were adopted. They were: *Gregg Shorthand Manual Simplified*, *Gregg Dictation Simplified*, *Gregg Transcription Simplified*, and *Gregg Speed Building Simplified*. These books are the same or later editions of shorthand texts formerly under expired supplementary contracts. New prices are \$2.28 for the first and \$2.48 each for the other three, up from the former prices of \$1.90 for the first and \$2.07 each for the other three.

Students should be taught how to study.

Teachers of former students, and laymen who interviewed former students, suggested that the Alamance County schools needed more vocational courses. Both teachers and laymen indicated the need for a broader curriculum, and for more guidance.

This study has brought into focus a number of factors which are significant for all who are interested in the welfare of those attending the schools in Alamance County. The results of this study will unquestionably provide a basis for continued cooperative action on the part of teachers, parents, administrators, and all community personnel. The findings of this study should certainly challenge the schools of Alamance County to provide the best education possible for every boy and girl in the county. Similar studies throughout the State would doubtless awaken many school personnel to the pressing need for improving school programs to the point that all young people in the community can profit from them.

Nebraska PTA Awards Teacher Scholarships

The Nebraska Congress of Parents and Teachers recently awarded seven scholarships to students preparing to teach, according to an article in Nebraska Education News.

The scholarships are awarded each year to outstanding students preparing to teach in the elementary schools. The amount awarded depends upon the length of the course the student is taking.

Improved Teaching Planned For Exceptional Children

Emphasis on improving instructional practices among exceptional children was the over-all theme of the annual meeting of the North Carolina Federation of the International Council for Exceptional Children, held at the Chantilly School in Charlotte, March 3. Approximately 150 persons attended this conference, which was presided over by Alma Elkins, president, and speech therapist at the Graylyn Language Clinic in Winston-Salem.

Dr. Allan S. Hurlburt, Assistant Superintendent, State Department of Public Instruction, was the featured speaker at the morning session. His topic was "Some Considerations from the State Department of Public Instruction to Further Meet the Needs of Exceptional Children."

Following this address was a panel on "Possibilities and Limitations in Educating Several Retarded Children." Felix S. Barker, Director of the Division of Special Education in the State Department, presided over this panel. Participants in the panel included Dr. Richard Masland, Bowman Gray School of Medicine, Winston-Salem; H. Jay Hickes, Director of Special Education, Charlotte City Schools; Dan K. Jackson, Director, High Point Center for Handicapped Children; Gareth D. Thorne, Director of Training, Caswell Training School, Kinston; Dr. John R. Peck, Director of Special Education, Greensboro City Schools; and Dr. John W. Magill, Associate, Division of Special Education, State Department of Public Instruction.

In the afternoon the North Carolina Speech Therapy Association heard an address by Dr. Rodney B. Ormandy, Medical Speech Pathologist at the Duke University School of Medicine, on "The Development of Speech and Language in Children."

Coltrane Advocates Community Colleges

A system of public community colleges in strategic locations over the State was recently recommended by D. S. Coltrane, Assistant Director of the Budget.

In an article in the March number of *The Progressive Farmer*, Southern farm magazine, Mr. Coltrane advocates the two-year educational institution to meet the needs of boys and girls who want to obtain a college education, but who cannot because of high costs now involved in attending private colleges or public senior colleges.

"If we are to improve the quantity and quality of our leadership of tomorrow and develop the resources of our gifted young men and women," Coltrane said, "we have got to make it easier to afford education beyond the high school level. I believe that community colleges (sometimes called junior colleges) are the most practical answer."

Mr. Coltrane would not limit the curriculum in these proposed community colleges to simply academic subjects. His plan would be four-fold, as follows:

"1. A two-year academic program that will fit students for further college work or professional training.

"2. General education program for all who care to enroll.

"3. Courses for vocational-technical and semi-professional training on the pre-employment level for both youth and adults. The curricula in this program, he said, might be two years in length, or they might be of the short-course type.

"4. In-service training to help people already employed."

Community colleges, according to Mr. Coltrane's view, should be located within commuting distance of students, 25 or 30 miles, with a minimum enrollment of from 200 to 300 students. They should be dependent upon local interest for their enrollment and financial support. "No community college should be founded," he said, "until the local area has demonstrated its interest, willingness, and ability to plan and partially provide for such an institution."

On the other stand, Mr. Coltrane believes that the State should offer the leadership and supervision in providing for such institutions, and should assume a portion of the financial load. "General financial support," he stated, "should come from the State, the community, and a reasonable tuition fee paid by the student."

Music Bulletin Receives Many Favorable Comments

Many favorable comments have been made by teachers, supervisors, principals and others about the new Music Bulletin, recently issued by the State Department of Public Instruction.

One music teacher wrote, "You people did a wonderful job with this new Resource Bulletin. It is GOOD! I am devouring the 'Integrated Program' first. Next, I'm going to list the things I want to order for this year and next."

Another said, "The Music Bulletin is delightful in every respect—the artistic cover, the format, the titles; wonderful list of readings under useful index; simple straight forward language and understandable terms; the examples of integrating with social studies in elementary, junior high, and senior high; the valuable section on requirements; and, overall, the satisfying and workable philosophy on Music Education in general."

A supervisor wrote, "The new music resource bulletin is perfectly wonderful! All of you did a great job." Another supervisor wrote: "I want to say that I think Dr. Hoffmann and 'his crew' have done a marvelous piece of work in the new Music Bulletin. Thank you for giving our school a part in it."

A principal stated orally to one of the State supervisors: "The suggestions given in the new Music Handbook really work! I have tried them."

A college professor wrote: "First of all, I want to tell you that the copy of our new music course of study has come and from my first glance at it, I must say that it looks mighty good."

A public school music specialist said: "Please accept my heartiest and sincerest congratulations on your publication of the new Resource Bulletin on Music. You have certainly published the most complete and informative one that has been printed in our State."

All these comments refer to the publication entitled: "MUSIC, a Resource Bulletin, Grades 1-12", prepared by a committee of specialists in public school music under the direction of Arnold Hoffmann, Adviser in Music Education, State Department of Public Instruction. Copies are available at 50 cents each from the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

Conference on Research Being Planned By Schools of Education and State Dept.

Plans are now underway for an early meeting at which personnel of the schools of education of the Consolidated University and members of the State Department of Public Instruction will share research in education which is now in progress in these institutions, according to Dr. Vester M. Mulholland, who is serving as chairman of the planning group.

Other members of the planning committee include Mrs. Thelma Gwinn Thurstone, University of North Carolina; Dr. E. L. Tolbert, State College; and James J. Hagood, Jr., Woman's College.

This meeting, the date of which has not been announced, will serve as a clearing house for pooling information about student and faculty research in education; and for discussing possible topics which might lend themselves to cooperative research among the several schools represented and the State Department of Public Instruction.

At an earlier meeting of representatives from the schools of education and the State Department, held in Chapel Hill, February 8, the desirability of a continuing coordinating committee in research, along with policies, and procedures were explored during an afternoon and evening session.

Dr. Vester M. Mulholland, director of research and statistics in the State Department, presided over these meetings. Dr. A. K. King, associate dean of the graduate school at the University brought greetings and discussed the importance of research in the over-all function of a university system. Superintendent Charles F. Carroll, speaking for the State Department of Public Instruction, likewise emphasized the necessity for continuing any improved research if education is to move forward in its many avenues of service.

The following people were present at the Chapel Hill meeting: A. K. King, Thelma Gwinn Thurstone, W. H. Peacock, G. Gordon Ellis, J. Minor Gwynn, A. H. Jordan, Carl Blyth, and Carson Ryan of the University of North Carolina; K. L. Barkley, F. A. Nyland, and E. L. Tolbert of State College; James J. Hagood, Jr., Charles E. Prall, and Donald W. Russell of the Woman's College; Charles F. Carroll, Allan S. Hurlburt, J. E. Miller, and V. M. Mulholland of the State Department of Public Instruction.

UNC Has TV Program "Know Your Schools"

A TV program, KNOW YOUR SCHOOLS, is now being given by the University of North Carolina each Thursday evening from 8:30 to 9:00 P.M., according to a recent announcement by Professor Donald G. Tarbet, Chairman Television Committee.

The program, sponsored by the School of Education, began March 8 with a discussion of the topic: How Are Our Schools Supported? by Professors Rosentengel, Cornwell, Phillips and Jenkins. On March 15 and 22 the subject discussed was: Ways in Which Children Differ.

During April and May the following topics will be presented:

April 5—What Should Schools Do?

Part I

April 12—What Should Schools Do?

Part II

April 19—Can Johnny Read? Part I

April 26—Can Johnny Read? Part II

May 3—What Are Good Buildings and Plant Facilities?

May 10—What About Homework?

May 17—What About Discipline in the School?

Additional possible topics are: How Should Schools Report Pupil Progress to Parents? Teacher Training, Certification, and The Need for Teachers.

Each of these programs will be moderated by either Dean Arnold Perry or Dr. Richard L. Bead. They will be televised by the U.N.C. Radio Communications System from Chapel Hill.

Virginia CC Issues History Material

A book entitled, *The Beginnings of American History, Study Scrapbook of the Old Dominion*, has been prepared by the Virginia State Chamber of Commerce.

This book should be of interest to teachers of American history. It gives a word and picture story of the early history of Virginia; it is bound in such a manner that the pictures may be removed for use in notebooks or for display purposes.

Copies may be obtained from the Virginia State Chamber of Commerce, Richmond, Virginia, at 50 cents each, or at 40 cents a copy for quantity orders.

Many School Groups Visit State Museum

Despite the fact that exhibits of the State Museum were restricted because of housing facilities 486 high school and 313 elementary school groups from North Carolina visited the Museum in 1953-54.

This fact is disclosed in the Report of the State Museum for 1952-54. Other groups visiting the Museum during 1953-54, the Report shows, were: college, 6; student nurse, 14; church, 22; farm groups, 9; boys clubs, 25; and training school, 3. The Appomattox High School, Virginia, repeated a 1952-53 visit with a group of 125. A total of 124,109 from all groups visited the Museum during the 1953-54 year as compared with 139,992 during 1952-53.

"With more space and new exhibits," the Report points out, "it is obvious that the number of visitors will increase, that they will spend more time in the Museum, and that they will benefit from the more effective exhibits." The State Museum is now back in its enlarged quarters provided in the new Agriculture Building Annex.

354 White High Schools Require Science Fees

Fifty-five per cent, or 354, of the 645 white high schools in North Carolina required science fees ranging from twenty-five cents to \$2.50 during 1954-55, according to Henry Shannon, science adviser with the State Department of Public Instruction.

A total of 291 high schools, or 45 per cent, did not charge science fees last year.

Of those schools demanding science fees of students, 34 per cent had fees of one dollar or more; 15 per cent required a fifty-cent fee, and 27 per cent had a dollar fee. Twenty-eight schools had a two-dollar fee.

Details of Shannon's investigation follow:

No Fee	291 Schools
\$.25 Fee	10 Schools
.40 Fee	2 Schools
.50 Fee	98 Schools
.60 Fee	1 School
.70 Fee	5 Schools
.75 Fee	14 Schools
1.00 Fee	176 Schools
1.25 Fee	2 Schools
1.50 Fee	16 Schools
2.00 Fee	28 Schools
2.50 Fee	2 Schools
Total	645 Schools

Reid Assumes Duties On Higher Education Board

Paul A. Reid, president of Western Carolina College, Cullowhee, recently resigned to become assistant director of the State Board of Higher Education. He assumed his duties on March 1.

Dr. Harris Purks, formerly acting president of the University is director of this new Board, which was created by the General Assembly of 1955. Dr. Hiden Ramsey of Asheville is chairman of the Board. It is the purpose of this Board, according to law, "to promote the development and operation of a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina."

Reid had served as president of Western Carolina since September 1, 1949. He was controller of the State Board of Education from February 1, 1944, to September 1, 1949. A graduate of the University of North Carolina with both bachelor's and master's degrees, he has had a number of years experience in the public schools, as teacher, business manager, principal and superintendent.

Offices of the State Board of Higher Education have been established in Raleigh.

Speech Association Issues Bulletin

The North Carolina Speech Association issued last month its "Speech News Bulletin", Vol. II, No. 1. Dr. Meredith N. Posey, faculty member of the department of English at East Carolina College, is editor.

The March issue, an eighteen-page mimeographed brochure, is devoted to news of activities in the field of speech in colleges and high schools throughout the State. Subjects covered include public speaking, debating, dramatics, radio and television work, speech therapy and speech correction, new courses offered in college and high schools, and persons about members.

The North Carolina Speech Association was organized six years ago with the purpose of advancing speech activities and encouraging expansion and improvement of instruction in speech in the State. The Association issued its "Speech News Bulletin" for the first time in November, 1954.

Raymond W. Tyson of Davidson College heads the organization as president. Other officers are Mrs. Carolyn Dame of High Point, vice president, and Dr. Posey, secretary-treasurer.

Judge Says Supreme Court Decision Not a Mandate to End Segregation

Since no case from North Carolina was before the Supreme Court and directly involved in the decision of May 31, 1955, the schools of North Carolina are not affected by the decision except by knowing what the Supreme Court's decision will be if a suit is filed against a school board for not admitting a Negro student to a white school and the case goes before the Supreme Court.

This is the opinion of Chief Justice M. V. Barnhill of the North Carolina Supreme Court as stated recently in an interview with a reporter of the Asheville Citizen. Judge Barnhill stated that he finds no general mandate to end all school segregation in the U. S. Supreme Court decision. "I have read the opinion carefully three times," he stated, "and find nothing that does not apply only to those cases." The main threat, or important factor to North Carolina, in Judge Barnhill's opinion, is that it (the decision) stands as a precedent and gives us notice as to the type of judgment that probably would be rendered if an action were to originate in North Carolina.

Judge Barnhill quoted the three-judge panel of federal judges which issued the decree in the Clarendon County (S. C.) Summerton district case. While ordering school officials in that district not to discriminate against children on account of race, the three judges pointed out that nothing in the Constitution or in the Supreme Court's decision stands in the way of voluntary segregation. He then quoted Judge Parker, one of the three judges in the case, as stating what the Supreme Court decided: "What it has decided and all that it has decided is that a state may not deny to any person on account of race the right to attend any school that it maintains. Thus, under the decision of the Supreme Court, the state may not do directly and indirectly; but if the schools which it maintains are open to children of all races no violation of the Constitution is involved even though the children of different races voluntarily attend different schools as they attend different churches.

"Nothing in the Constitution or in the decision of the Supreme Court takes away from the people freedom to choose the schools they attend. The Constitution, in other words, does not require integration. It merely forbids discrimination. It does not forbid such segregation as occurs as the result of voluntary

action. It merely forbids the use of government power to enforce segregation. The 14th amendment is a limitation upon the exercise of power by the state or state agencies, not a limitation upon the freedom of individuals."

According to Judge Barnhill, "The Court ruled that a pupil cannot be refused admission to a particular school on race alone. Many other factors enter into the assignment of pupils: such as ability, health, the welfare of the individual student seeking admission and the welfare of the other students with whom he will associate. Also, the peace and welfare of the school system as a whole. These things, according to Judge Barnhill, would keep the integration of one race with another or individual pupils with other pupils from being feasible.

Educators Form Overseas Organization

Educators and scholars who have been abroad with training programs and under fellowships have formed a central organization, tentatively named the American Overseas Educators Organization. Mrs. Violet Wuerfel, teacher counselor in the Maples Junior High School, Dearborn, Michigan, is president. AOEO, according to Mrs. Wuerfel, is planned as a two-way service: to serve those who have been abroad as educators and those who are interested in going abroad as educators. It is to function through universities and agencies.

With their background of unique experiences in foreign fields, interested educators have met in groups throughout the country to exchange ideas and evaluate their experiences. For three years some of these educators have cooperated with the Committee on International Relations of the National Education Association. In 1955 at the national convention of the N.E.A., the American Overseas Educators Organization was formed.

Two classes of membership are open: *Active Membership* to Americans who have served abroad in an educational capacity; and, *Associate Membership* to Americans who plan to educate abroad and to foreign students and educators visiting the United States. The dues for 1955-56 are \$1.00. Secretary-Treasurer is Dorothy White, 105 S. Ellsworth, Naperville, Ill.

USE OF "PUPIL" AS BASIC FACTOR FOR INDICATING

SCHOOL FACILITY SITUATION SHOWS INTERESTING DATA

Interesting data result from the use of the "pupil" as a common factor for indicating the situation with reference to school physical facilities in the 100 counties of the State.

In the table which follows data for each of the counties are presented for a number of items on the basis of membership in the average daily membership in the entire county including city units where such are operated. These items are:

1. Appraised value of school property per pupil in average daily membership, 1953-54.
2. School facility needs to 1960 per pupil in average daily membership, 1953-54.
3. Estimated valuation of school property in 1960 if the 1960 needs are met.
4. Allocation of the 1949 and 1953 State building funds.
5. Per cent State funds of the estimated valuation in 1960.
6. Assessed valuation of taxable property, 1954.
7. Total tax rates for capital outlay and debt service for 1953-54.
8. Average annual amount raised locally for building purposes from 1945-46 to December 31, 1955.
9. School indebtedness in 1954-55.
10. Per cent school indebtedness of taxable property, 1954.

Two of the columns (5 and 10) show percentage figures; that is, relationships between other items shown.

Column No. 1

- Average value of school property per pupil in ADM for the State is \$470.56.
- Ten lowest and ten highest counties are the following:

Wincey	\$130.60	Rockingham	\$767.69
Worcester	134.35	Rockingham	722.39
Branswick	244.35	New Hanover	722.39

McDowell	9.22	Perquimans	32.11
Darham	9.6	Hyde	31.2
and Sampson			

Column No. 6

- Average assessed valuation of taxable property per pupil is \$6,162.
- Ten lowest and ten highest counties are:

Greene	\$1,615	Forgh	\$17,718
Ashe	1,798	Durham	14,806
Swain	1,802	Dare	14,520
Caswell	2,135	Gulford	13,872
Jones	2,183	Orange	11,715
Vancey	2,253	Rockingham	8,957
Davidson	2,394	Davies	8,247
Bertie	2,412	Alamance	7,626
Cherokee			

Column No. 7

- Average tax rate levied in 1953-54 for capital outlay and debt service purposes was .379 cents on the \$100 assessed valuation.
- Ten counties which levied lowest and ten which levied the highest rates were:

Cherokee	\$2.46	Mecklenburg	\$4.50
Swain	3.79	Forgh	58.55
Swain	3.79	Forgh	58.55
Avery	4.38	Gulford	50.14
Warren	4.53	Lee	49.30
Yadkin	4.94	Stanly	49.05
Edge	5.21	Abraham	48.18
Dare			

Craven	\$1.15	Craven	\$1.15
Macon	.77	Johnston	.77
Cummin	.753	Johnston	.753
Robeson	.69	Robeson	.69
Lee	.67	Lee	.67
Transylvania	.65	Transylvania	.65
Mecklenburg	.148	Mecklenburg	.148
* Capital outlay financed on district basis.			

Column No. 8

- Average annual amount raised locally per pupil for building purposes from 1945-46 to December 31, 1955, was \$23.40.
- Ten lowest and ten highest counties were:

Cherokee	\$2.46	Mecklenburg	\$4.50
Swain	3.79	Forgh	58.55
Swain	3.79	Forgh	58.55
Avery	4.38	Gulford	50.14
Warren	4.53	Lee	49.30
Yadkin	4.94	Stanly	49.05
Edge	5.21	Abraham	48.18
Dare			

Column No. 9

- Average school indebtedness per

Wake	\$363.39	Wake	\$363.39
Mecklenburg	362.56	Mecklenburg	362.56
Durham	263.37	Durham	263.37
Catawba	253.18	Catawba	253.18
Yadkin	235.63	Yadkin	235.63
Tyrrell	229.09	Tyrrell	229.09
New Hanover	226.70	New Hanover	226.70
Craven	226.70	Craven	226.70
Rockingham	222.78	Rockingham	222.78
Union		Union	

Column No. 10

- Average per cent per pupil school indebtedness of valuation for the State, 1953-54, was 2.2.
- Ten lowest and ten highest counties were:

Craven	6.9	Craven	6.9
Haywood	5.4	Haywood	5.4
Hyde	5.3	Hyde	5.3
Scotland	4.5	Scotland	4.5
Tyrrell	4.4	Tyrrell	4.4
Warren	4.3	Warren	4.3
Cherokee	4.3	Cherokee	4.3
Wilson	4.7	Wilson	4.7
Catawba	3.8	Catawba	3.8

The Pupil—An Important Factor in Meeting School Building Needs

County	Valuation of School Property in A.D.M. Per Pupil	Needs Per Pupil in 1960	Valuation in 1960 Per Pupil	Allocation in 1949 and 1953 Per Pupil	Ratio of Needs to Valuation in 1960	Assessed Valuation Per Pupil in 1954	Tax Rate for C.O. in 1953-54	Average Annual Amount Raised Locally Per Pupil	Per Cent of Needs to 1960	Estimated Debt Service for 1953-54	Per Cent of Taxable Property
Alamance*	\$69.71	\$262.49	\$832.20	\$91.02	10.9	7,595	.053	\$18.18	2.3		
Alexander	374.32	311.26	685.58	184.50	26.9	4,956	.125	6.34	114.63		
Alleghany	389.85	435.72	1,016.58	307.61	30.3	3,124	.27	11.57	66.43		
Ashe	334.87	233.19	555.06	151.82	26.9	3,124	.27	23.88	2.1		
Avery	335.82	785.03	1,120.85	188.58	16.8	1,802	.41	4.58	2.95		
Beaufort*	323.13	525.60	1,137.41	116.04	30.1	4,195	.38	20.83	88.00		
Bertie	323.13	525.60	1,137.41	116.04	30.1	4,195	.38	20.83	88.00		
Bladen	326.96	327.53	634.49	121.50	18.6	2,985	.47	15.90	16.97		
Brunswick	244.35	934.06	1,137.41	158.71	14.0	3,200	.40	5.52	72.67		
Burke*	394.61	441.18	889.79	111.76	13.2	5,874	.578	29.13	252.15		
Cabarrus*	470.51	395.01	885.52	32.94	10.7	6,332	.20	41.55	148.32		
Caldwell*	575.57	375.57	572.34	107.98	12.4	6,042	.242	48.59	106.44		
Carteret	405.53	333.60	784.13	154.71	17.0	4,282	.41	25.83	40.27		
Caswell	352.81	501.57	854.38	149.59	21.6	5,115	.25	25.83	40.27		

Governor Hodges Gives Brief Excerpts from Statements on Segregation Problems

Governor Hodges announced recently that in answer to many inquiries as to the strength of his feelings about the segregation problem, he is mailing to each member of the General Assembly, to the newspapers of the State, and to several other groups, a few brief excerpts from some of his previous statements concerning the segregation problem. "Such inquiries are natural on the part of those who are concerned about the problem but find it difficult to keep clear what has happened in a fast-moving situation covering a period of several months," the Governor commented. The excerpts are as follows:

In a Statewide speech delivered on August 8, in which the Governor proposed the plan of voluntary separate school attendance, he stated: "Those who would force this State to choose between integrated schools and abandonment of the public school system will be responsible if, in the choice, we lose the public school system . . . and find, to our eternal sorrow, the personal racial bitterness which North Carolinians of both races have avoided so successfully."

On September 29, the Governor stated, in a press conference, that if the voluntary plan was not accepted, the State would resort to other defenses, such as local option.

A few days later, Attorney General, William B. Rodman, Jr., with approval of the Governor, explained to an audience that local option is designed primarily to permit communities that, sometime in the future, may be faced with an integration problem as a result of a court order or otherwise, to close their public schools if they wish and to try other methods of educating their children.

In a Statewide speech on November 30, the Governor stated: "I am opposed to mixing the races in our schools. I think the overwhelming majority of the people in North Carolina are also opposed to mixing white and colored children . . ."

In a speech in New York City, delivered on January 20, 1956, the Governor stated: "The Supreme Court decision overturned the law as that same Court had pronounced it on countless occasions for some sixty years. This the Court did without citing a single legal precedent for its action, and with no explanation except that social conditions required a change . . . The provisions for change, provided by the Con-

stitution itself were ignored to satisfy the conclusions reached by nine temporary occupants of the Supreme Court. Eventually, if such a method of making decisions is followed, there will be a decision which conflicts with the customs and mores of other parts of the country as seriously as this one does with those of the South. Perhaps then the rest of the United States will realize the extent of the power which nine men assumed when they made their segregation decisions—and perhaps then it may be too late."

In a statement on interposition, issued on February 2, 1956 the Governor said that it had been agreed that "the Advisory Committee should consider possible wording of a resolution to be recommended to our General Assembly, which will reaffirm North Carolina's position with the other Southern States in emphasizing the strong resentment our people feel toward the unjustified usurpation of power by the Supreme Court of the United States . . . We must have a determined point of view in the South which will awaken the rest of the nation to the dangers inherent in what seems to be the Supreme Court's attitude that all ultimate power lies in that Court."

The Governor in announcing his candidacy, before a hometown audience in Leaksville, stated on February 4, 1956: "Those of you in my home community know me well enough to realize that I usually say what I believe and think, but I like to be informed before I speak out. My position on the Supreme Court decision and segregation has been stated on many occasions, but the problem is so varied and difficult and so many ideas and opinions have been expressed that an anxious public can easily get confused."

"Let me again make my position clear."

"I do not agree with the Supreme Court decision and I think it usurped the rights of the States and the Congress in its decision."

"I do not favor mixing the races in the schools, and I believe the vast majority of white and colored citizens feel the same as I do."

"My plan of voluntary choice of separate schools is still working and can continue to work."

"The Advisory Commission, which I appointed, has recommended—and I approve—the policy which declares that no child shall be forced to attend a

school of mixed races against the wishes of his parents or himself."

"If incidents arise which challenge this policy, we propose to have legislation which will provide tuition grants or transfers along the general lines of the Virginia proposal."

"At a later date, I shall present to our citizens, and the same matter will be presented to our Legislature, the full details of a program embodying the basic principles which I have just mentioned."

Also, in connection with the segregation problem, the Governor stated that Thomas J. Pearsall, Chairman of the Advisory Committee on Education, had advised him that he is giving the major portion of his time to the full Report by the Committee to be submitted to the people of the State. However, Mr. Pearsall plans to contact legislators and others throughout the State for advice and counsel before his Committee puts the Report in final shape.

The Governor stated that it was his hope that the Report would include specific recommendations for the accomplishment of the already declared purpose of the Committee and the Governor to continue the education of our children, but, at the same time, insure that no child in North Carolina will have to attend a school in which the races are mixed.

The Governor added that if such recommendations are made, they will doubtless require an extraordinary session of the General Assembly to deal with the problem sometime during next summer.

NCEA Names Officers

O. P. Johnson, Duplin County Superintendent, was elevated to the presidency of the North Carolina Education Association by a vote of the membership, according to a recent announcement by Mrs. Ethel Perkins Edwards, Executive Secretary.

Rosalie Andrews, teacher in the Shamrock Gardens School in Charlotte, was elected vice-president. Earl Funderburk, Superintendent of Asheville City Schools, was picked for another term as NEA director.

Johnson, an unopposed candidate for president of the NCEA, has just completed a term as vice-president, and as president of the Division of Superintendents. He has served as Duplin County Superintendent since 1935.

G. T. Proffitt, Superintendent of Harnett County Schools, and Esther Howard, teacher in Lenoir city schools, were elected to the Board of Directors.

Board Adopts Policy Re State-Owned Lands

A policy governing the holdings, sale, and other matters concerning lands owned by the State Board of Education was adopted by the Board on February 2. The policy, given below, was adopted on recommendation of the Land Committee:

1. A detailed and specific record of holdings, sales, and leases shall be maintained.
2. In the case of any tract of land found to belong to the Board but about which the Board has no information, the Board will reimburse the discoverer for reasonable expenses, including his time incurred in locating, surveying and otherwise identifying said tract. Reasonable reimbursement to the extent of expenses incurred will be made also to any person or persons supplying reliable information to the Board about any person, persons, or corporation who shall be found guilty of trespassing, cutting of timber, or otherwise inflicting damage to land or timber owned by said Board.
3. With the view to locating and safeguarding Board of Education lands and timber, the Board shall seek constantly the cooperation and assistance of the Department of Conservation and Development and the Wildlife Resources Commission, believing that foresters, game protectors, fire wardens, and other employees of these two agencies will prove invaluable sources of information and assistance.
4. The Board of Education will not sell land or timber that has possibilities of growth and development in value or whose worth, as in the case of islands especially, is uncertain or not easily determinable.
5. No land or timber shall be sold or leased until a fair appraisal of its value has been determined. In the sale of any and all land all oil and mineral rights shall be reserved.
6. Whenever conditions warrant, timber but not the land in which it grows may be sold.
7. When land or timber is to be offered for sale, advertisement thereof shall be made in a newspaper published in the county in which said land or timber is situated. In case a newspaper is not published in said county, notice of sale shall be posted in the courthouse of said county. In addition,

Calendar of Professional Meetings, Conferences, Workshops, Institutes

April 10-14	—International Council for Exceptional Children, Minneapolis, Minn., Hotel Nicolet.
April 13-18	—Music Educators National Conference, St. Louis, Missouri, Jefferson Hotel.
April 17	—N. C. State Adult Education Conference, Chapel Hill.
April 22-24	—Southeastern Conference of Elementary School Principals, Augusta, Ga.
April 22-26	—Eastern District Meeting of the American Association for Health, Physical Education and Recreation, Atlantic City, Ambassador Hotel.
May 11-12	—N. C. Industrial Arts Association Project Fair, Greensboro.
May 12	—Annual Meeting N. C. High School Athletic Association, Chapel Hill.
June 4-9	—Southern States Work Conference, Daytona Beach, Fla.
June 10-24	—Sixth N. C. High School Radio-TV Institute, Chapel Hill.
June 11-12	—Kindergarten Institute, Woman's College, Greensboro.
June 17-19	—NCEA Leadership Conference, Blue Ridge.
June 17-23	—School Week, University of North Carolina, Chapel Hill.
June 26-28	—American Home Economics Association, Washington, D. C.
August 6-10	—Annual Workshop Kindergarten Teachers, ECC, Greenville.
August 14-17	—N. C. Superintendents Conference, Mars Hill, N. C.

Washington ACEI Meeting Attracts Large Delegation

Three thousand persons attended the Washington Study Conference of the Association for Childhood Education International, April 1-6. In keeping with the Conference theme, "Exploring Resources for Work with Children," the entire Washington area served as a laboratory.

Special features planned for the Conference included excursions, planned visits to the ACEI headquarters, visits to the embassies in order to discuss programs for children, and exploration groups which visited and studied resource centers of government and various organizations interested in child development and family relations.

Among the general session speakers were: Alice Miel, Professor of Education, Teachers College, Columbia University, New York City; Mrs. Bonaro Overstreet, Author and Lecturer, Falls Church, Virginia; Harald Flensmark, Director of the World Organization for Early Childhood Education, Copenhagen, Denmark; Thomas G. Pullen, Superintendent of Schools for Maryland; Howard E. Wilson, Educational Policies Commission, NEA, Washington, D. C.

advertisement of offer of sale shall be placed in at least one daily newspaper with statewide circulation.

8. The Board shall reserve the right to accept or reject any or all bids.

Duplin County Sets Record in Membership Drive

Duplin County now has the distinct honor of having one hundred per cent membership in the NCEA, in the NEA, and 74 life members in the NEA.

Earl Funderburk, State director of the NEA, tells the story this way: "Duplin County Unit, North Carolina Education Association, is strictly a rural county. Last July, Superintendent O. P. Johnson promised me ten NEA life members from Duplin County. Later he said he would make it twenty. At the fall meeting of the NCEA Board of Directors, he had sixty life members and informed me that the total would probably reach seventy-five."

During the White House Conference in Washington, D. C., Mr. Johnson presented seventy-four life memberships at NEA Headquarters. Mr. Johnson says, "We are not trying to set a record. We have been impressed with Mr. Funderburk's fight to reach the North Carolina quota and simply wanted to help him. Earl has worked hard in influencing North Carolina to carry its share of the load."

Congratulations to Superintendent Johnson and his fine cohorts for such a united effort in supporting their professional organizations, both on the State and national levels. Educators are never more professional than when they try to strengthen their own organizations. Hats off to Duplin County!

N. C.'s Bus System Compared With Georgia's

Figures on North Carolina's and Georgia's school bus systems—number of buses, number of students hauled, mileage, and operating expense—were compared in a recent article in *The Atlanta Constitution*.

Following these comparative figures in which North Carolina was cited as expending \$7,046,476 on its school bus program as compared with \$10,195,686.29 in Georgia, the question was posed: "Why was North Carolina able to operate more buses, haul more students and cover more miles than Georgia and still do it for a great deal less money?"

Answer to this question was supplied by Joe T. DeFoor, who directs pupil transportation services for the Georgia State Department of Education.

First, according to Mr. DeFoor, most of Georgia's county school administrators complain about not having enough state money to run their schools properly but initiate few economies in their school bus programs.

Second, the state has not allowed the counties to employ more than a tiny handful of student bus drivers, even though this would make possible a tremendous saving in salaries.

Continuing, Mr. DeFoor explained that North Carolina had only 836 adult drivers, who were paid in 1954-55 an average of \$52.50 a month. The 6,437 student drivers were paid an average of \$22 a month.

In Georgia, nearly all the school bus drivers were adults, and they were paid an average of \$122.83 a month.

Another reason given by Mr. DeFoor for higher school transportation costs in Georgia was the number of privately and jointly owned buses used. Out of a total 4,269 buses operated in that state, he said, only 2,615 were publicly owned. Of the remainder, 1,158 were privately owned and 496 were owned jointly by the counties and individuals. Buses owned entirely by the counties were operated at an average cost of 22.1 cents a mile, whereas buses under contract were operated at an average of 25.8 cents a mile. Buses owned jointly cost 26 cents a mile on an average.

Other things pointed out by Mr. DeFoor for reducing transportation costs in Georgia were:

1. Planning bus routes in accordance with the needs of the children and eliminating duplication of routes and dead travel time.
2. Imposing regulations which say how far a child must live from a school

A Parent's Plea

My little boy is eight years old.

He goes to school each day.

He doesn't mind the tasks they set,

They seem to him but play.

He heads his class at raffia work,

And also takes the lead

At making dinky paper boats—

But I wish that he could read.

They teach him physiology,

And oh, it chills our hearts,

To hear our prattling innocent

Mix up his inward parts.

He also learns astronomy

And names the stars by night,

Of course he's very up-to-date,

But I wish that he could write.

They teach him things botanical,

They teach him how to draw.

He babbles of mythology

And gravitation's law.

And the discoveries of science

With him are quite a fad,

They tell me he's a clever boy,

But I wish that he could add.

In spite of their present-day flavor, these verses were written fifty years ago by a poet from Ontario, Peter McArthur. The poem was borrowed from the September-October, 1955, issue of *The British Columbia Teacher*.

New Book Recommended For Use In Primary Grades

Recommended for use in the primary grades by the North Carolina School Health Coordinating Service is a relatively recent book entitled *The Tuckers*, by Wensberg and Northrop.

This book contains a series of twenty stories which are designed to help children understand and handle their emotions.

Published by the *Beacon Press* in Boston. *The Tuckers* costs \$3.00.

Books with similar purposes—designed for grades six, seven, and eight—are those by Bullis entitled at each level, *Human Relations In The Classroom*. These are published by the Delaware State Mental Hygiene Society, 1404 Franklin Avenue, Wilmington, Delaware. Price of each title in single copies is \$3.00.

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- or bus route before he is eligible for service.
 3. The operation of maintenance and repair shops by the counties.

N. C. Educators Join School Law Organization

Twelve North Carolina Educators are currently members of the National Organization of Legal Problems in Education (NOLPE), founded two years ago at Duke University.

The 1955 membership includes more than 200 educators from throughout the nation. The twelve from North Carolina are the following: Superintendent Randolph Benton of Wake County (died March 23); Professor E. C. Bolmeyer of Duke University; Alfred S. Brower, Business Manager of Duke University; Superintendent H. D. Browning, Jr. of Wilson County; State Superintendent Charles F. Carroll; Superintendent I. B. Hudson of Onslow County; Joseph M. Johnston, principal of Asheboro High School; Superintendent Roland R. Morgan of Mooresville; H. B. Marrow, formerly Superintendent of Johnston County; Superintendent B. L. Smith of Greensboro; Professor W. A. Stumpf of Duke University, and Superintendent L. S. Weaver of Durham.

Mr. Conant Looks at Europe

What are Europe's schools like after two world wars? Not much different than they were before 1914. The overwhelming majority of children rarely go beyond a common school education. A tiny minority of elite are prepared for secondary schools which in turn prepare the intellectually able for the university. So says Dr. James Conant, U. S. Ambassador to Germany.

Only ten per cent of Europe's youth reach the high school. At the early age of 11, 12 or 13, European children are separated by an iron net of school grades and examinations into those who will quit school and go to work and those who will enter the university. Dr. Conant said in interviews held while he was in New York City in January.

The high school in Europe, Dr. Conant said, "would delight the hearts of some of our dedicated subject-matter professors." The curriculum is heavy with ancient and foreign languages, stiff courses in mathematics, science and history. Secondary school students work hard and long. They memorize entire textbooks. For them there is in reality "full-time" education. "But for 90 per cent of those who are not destined for the secondary school," Dr. Conant explained, "there is no full-time education. Many millions of European children attend no more than five hours a week of schooling."—*Edpress Newsletter*.

Sixth High School Radio-TV Institute To Be Held in Chapel Hill June 10-24

The Sixth North Carolina High School Radio-TV Institute will be held in Chapel Hill June 10 through June 24, according to Earl Wynn, Institute Director.

This Institute is sponsored jointly by the North Carolina Association of Broadcasters; the Broadcasting Foundation of North Carolina, Inc.; and the Department of Radio, Television, and Motion Pictures of the University of North Carolina.

According to Mr. Wynn, the 15-day course of instruction will include theory of radio and television (programming and operation), practical experience in writing for radio and television, training in announcing, training in program production, and visits to nearby radio and television stations. In addition, the Institute students will have opportunities to meet and hear outstanding North Carolina broadcasters.

The Institute is open to North Carolina high school students who have completed the eleventh or twelfth grade. No more than 30 students will be admitted. The cost for the 15-day period is approximately \$100.00—\$65 for tuition, fees, housing, recreation, and instruction; and approximately \$35 for meals. A few scholarships, offered by North Carolina radio and television stations, are available.

Selection of students to attend the Institute is based upon applications which must be submitted to the Director, Sixth North Carolina High School Radio-TV Institute, Box 1291, University of North Carolina, Chapel Hill. Applications must be received not later than May 10, and successful applicants will be notified by May 15. Write to the Director for application blank.

Study Unit Available

Using Our Credit Intelligently, prepared by the National Foundation for Consumer Credit, is a study unit for use in high schools.

This material is being made available for use in Social Studies classes through the cooperation of local chambers of commerce and local merchants associations and similar groups.

Persons interested in securing copies of the publication should write to the National Foundation for Consumer Credit, Inc., 1627 K Street, N. W., Washington 6, D. C., for information as to how the material may be secured for use in local high schools.

Winston-Salem NCEA Unit Establishes Scholarship

A teacher's scholarship valued at \$250 has been established by the Winston-Salem unit of the North Carolina Education Association, according to a recent announcement by David D. S. Cameron, president.

Graduating seniors of the James A. Gray, the John W. Hanes, and the R. J. Reynolds high schools are eligible for the scholarship. The recipient of the scholarship shall agree to teach in North Carolina for two years after graduating from college.

On announcing the scholarship, Mr. Cameron stated that it was the feeling of the W-S NCEA unit "that this type of project will serve two main purposes: First, it is an attempt to help solve the future teacher problem; and second, it helps to bind our teachers together professionally."

On learning of this endeavor, State Superintendent Charles F. Carroll wrote Mr. Cameron: "This is a splendid professional project and I commend you and your associates for this forward step. I hope so much that you will have set the pace for others to follow."

Many Educators Attend Mental Health Workshops

Approximately 1500 teachers and administrators have attended mental health workshops in twelve administrative units and in single meetings in six units during the current school year, according to Robert M. Fink, Consultant in Mental Hygiene for the State Department of Public Instruction.

Workshops, including two to four working conferences have been held in the following units: Anson, Buncombe, Edgecombe, Fayetteville, Gates, McDowell, New Bern, Perquimans, Rocky Mount, Tarboro, Wilson City, and with the Northeast District supervisors. Single meetings have been held in Charlotte, Durham County, Hoke, Pasquotank, Rutherford, and Sampson.

Administrative units interested in mental health workshops for the next school year may request help in spring planning from Dr. R. M. Fink, School Health Coordinating Service, State Department of Public Instruction.

Woman's College Plans for School Lunch Courses

Summer school courses for school lunch personnel are planned years ahead by the School of Home Economics at Woman's College.

In 1956, it is learned, two courses will be offered: (1) A two-weeks course in organization and management, June 11-22; (2) a three-weeks course in quantity cookery, June 25-July 13.

In 1957 the course in organization and management will be repeated, but those who took this course for credit in 1955 will be offered a course in buying. In 1958 the organization and management course will be given again and the credit group will be given an opportunity to take a course in equipment (one week) and records (one week). Quantity cookery will be offered in 1959 as the beginners' course and the cycle will continue for another three years.

Upon authorization of the principal and superintendent, lunchroom employees may use lunch receipts to help pay summer school fees.

Court Says Local Boards Determine School Sites

Authority to take private land for school sites has been delegated to local boards of education, according to a recent Supreme Court decision.

In an opinion handed down in early February the Court dismissed an appeal of a Burlington couple who resisted condemnation of their land for a school site. This was the first decision following the rewriting of the school law by the General Assembly of 1955.

The General Assembly has the sole prerogative to determine how private lands may be taken for school use, the Court said. The Legislature has delegated this authority to local boards of education, and named the clerk of the superior court in the county as agent to perform certain administrative functions.

The selection of the land for school sites, the Court said further, is in the sound discretion of the school board, with the exercise of which neither the land owners nor the courts can interfere. The action of the board is not subject to judicial review except for abuse of discretion or disregard of law.

On the question of "just compensation", however, the land owners may appeal if dissatisfied with the appraisal put on their property. This then would become an issue of fact to be decided by a jury.

Carroll Announces Staff Resignations

Three members of the professional staff of the State Department of Public Instruction have tendered their resignations, according to recent announcement by State Superintendent Charles F. Carroll. They are:

Dr. A. S. Hurlburt, Assistant State Superintendent in charge of instruction, has resigned effective September 1 to become a member of the Duke University faculty.

Richard P. Leaman, Design Consultant, took a position on April 1 with A. G. Odell, Architect Associates, Charlotte.

Celeste Johnston, Assistant School Library Adviser, has resigned effective May 1 to get married.

Dr. Hurlburt has been active in North Carolina educational affairs since 1947 when he came to the State from Cornell University to head the Department of Education of East Carolina College, Greenville. In 1950-51 he directed the Survey of Public Education for the State Board of Education. From 1951 to 1953, Dr. Hurlburt

served as director of the Bureau of Educational Research and Services, University of North Carolina. At Duke University, he will be associated with Dr. William H. Cartwright, head of the Department of Education.

Mr. Leaman, a graduate of N. C. State College in 1952 with the Bachelor of Architecture degree, served in the Division of School Planning for one year, 1949-50 during his undergraduate years. Following his graduation, he was design instructor in the School of Design at his alma mater for one year, 1952-53, and then returned to the Department as design consultant in September, 1953.

Miss Johnston came to the Department September 1, 1953. She graduated from Woman's College in 1949 and completed requirements for the Master's degree at the University of North Carolina in 1954. She is marrying Lieut. John A. Fleming of the U. S. Navy Reserve, Medical Corp. and will make her home in Yokosuka, Japan, where Lieut. Fleming is now stationed.

Few Conference Reports Still Available

There are still a few of the State's White House Conference reports available in the State Department of Public Instruction, according to L. H. Jobe, Director of Publications.

This report, issued under the title "North Carolina Education—Twentieth Century", has been distributed throughout the State to all who have made requests for copies, and has been highly praised by many of those who have seen it. It was issued following the State White House Conferences held last fall. The material contained in this report is suitable for local group conferences, or little White House Conferences, for use in continuing public interest in education.

Kentucky to Confer on Foreign Language

"Foreign Languages and World Leadership" will be the theme of the Ninth University of Kentucky Foreign Language Conference, to be held on the campus at Lexington, April 26-28, 1956.

Features at this Conference will be an International Relations Session on "Some African Problems," discussed by representatives of countries concerned. In addition, some two hundred scholars and teachers from throughout the nation will read papers, both academic and pedagogical, in sectional meetings devoted to Classical Languages, French, Spanish, Italian, German, Hebrew, Biblical and Patristic Studies, Comparative Literature, Linguistics, Bibliography, Medieval Studies, the Teaching of Latin, the Teaching of Modern Languages, and Teaching of Foreign Languages in the Elementary School.

Dr. Jonah W. D. Skiles (Ancient Languages) is Director of the Conference, and Dr. Daniel V. Hegeman (German) and Dr. L. Hobart Ryland (Romance Languages) are Associate Directors.

Scholars, teachers, ministers and others interested in foreign languages and cultures are invited to submit titles and general description of papers they wish to offer for the Tenth Conference (April 25-27, 1957), between September 1 and December 1, 1956. Programs may be had from the Director, Dr. Jonah W. D. Skiles, Department of Ancient Languages and Literatures, University of Kentucky, Lexington.

Seven Conferences for Negro Leaders Scheduled for Cities Throughout State

A series of seven educational conferences designed for Negro principals and supervisors has been planned for the month of April, according to G. H. Ferguson, Director of Negro Education and S. E. Duncan, Supervisor of Negro High Schools. "Such conferences have been held for the past five years, during which time much progress has resulted from group study of common problems," declared Ferguson.

Theme of the spring conferences will be "Using Professional Resources for the Improvement of Instruction." Panels, symposia, and group discussions will feature each of the seven meetings, which have been scheduled from two to five o'clock in the afternoon. Elementary supervisors in local areas will be responsible for planning the details of each meeting.

The schedule of meetings follows: April 9, Fayetteville, E. E. Smith High School; April 10, Gastonia, Highland High School; April 12, Asheville, Stephens-Lee High School; April 16, Winston-Salem, Carver High School; April 17, Wake Forest, Du Bois High School; April 18, Williamston, Edgar J. Hayes High School; and April 19, New Bern, J. T. Barber High School.

FHA Increases Membership

From 197 chapters having 5,402 members in 1945-46 to 460 chapters with 21,235 members in 1955-56—that shows the growth of the North Carolina Association of Future Homemakers of America.

FHA is an organization open to those students enrolled in vocational home economics in the public high schools of the State. Mrs. Faye T. Coleman, a member of the staff of the Division of Vocational Education, State Department of Public Instruction, is State adviser.

The following table shows this year-by-year growth from 1945-46 to 1955-56:

Year	Chapters	Members
1945-46	197	5,402
1946-47	299	9,556
1947-48	347	11,308
1948-49	347	11,960
1949-50	372	14,266
1950-51	401	16,087
1951-52	432	17,694
1952-53	424	19,214
1953-54	451	19,086
1954-55	455	19,900
1955-56	460	21,235

The Attorney General Rules . . .

Ownership of Personal Property

In reply to inquiry: In your letter of January 6th you write:

"I would appreciate clarification concerning the ownership of property when same consists of equipment such as a piano, a typewriter, projector, etc., which originally has been purchased by an organization such as the P.T.A. or a civic club and placed in a school as a gift to said school

"My question has to do with the ownership of said items of property in the event of consolidation or other movement in which schools are either moved and/or abandoned."

Article 5, Section 10 of the New School Law, now codified as G.S. 115-27 provides that county boards of education shall hold title to all school property, both real and personal, belonging to the administrative unit. The section now codified as G.S. 115-52 provides that title to instructional supplies, etc., shall be taken in the name of the County Board of Education which shall be responsible for custody and replacement.

In the situation described in your letter, the property in question has been placed in particular schools as gifts. Of course the legal title passed to the County Board of Education. However, it must have been understood by the donors that the property was to be used exclusively by the particular school in which it was placed. Therefore, it seems to me that while the property is unquestionably owned by the County Board of Education, in case of abandonment or consolidation, the property or its proceeds, if the same should be sold, should be used exclusively for the benefit of the children for whom the property was originally intended. I realize that this is a local problem that should be handled with diplomacy.—*Attorney General, January 10, 1956.*

Authority of Board of Education To Lease "War Surplus Equipment"

In reply to inquiry: In your letter of January 23rd you state that the _____ County Board of Education has purchased through the State Department of Purchase and Contract certain Army vehicles with water tanks attached, which vehicles are being converted into rural fire trucks. Such vehicles were acquired through the United States Department of Health, Education and Welfare as "war surplus equipment".

You inquire whether your County Board of Education has the authority to lease these trucks to rural organized fire protection groups for something like \$100 per year with a stipulation in the leases that the trucks are to be used in the protection of the school buildings located in the area serviced by the organized fire groups. You then state:

"We feel that if this is done, then the Board of Education would not be responsible for any liability incurred as a result of the use of said equipment by local volunteer firemen, and that the said organized fire protection groups could carry their own liability insurance."

"At the present time the fire equipment is now covered under our general law covering any other motor vehicles belonging to the Boards of Education. However, we feel that this coverage would not protect some persons who might be injured while driving said fire equipment, and for this reason we feel that we might be better protected in leasing said equipment to these rural organizations organized as fire-fighting groups in their particular locality."

Paragraph 5, Section 2 of the New School Law, now codified as G.S. 115-126(5), provides that when in the opinion of any county board of education the use of any property owned by it is unnecessary or undesirable for public school purposes, but the sale of such property is not practical or in the public interest, such board may in its discretion lease such property for a term not in excess of one year, upon such terms and conditions as the board shall deem advisable and in the public interest. However, upon investigation I find that "war surplus equipment" is distributed by the Department of Health, Education and Welfare under authority of the Federal Property and Administrative Services Act of 1949, as amended, subject, among others, to the following restrictions:

"f. The property transferred by this instrument will be used only for educational purposes or public health purposes, including research, and for no other purpose.

"g. The donee will not sell, trade, lease, or otherwise dispose of or encumber this property or remove it for use outside the State without prior approval of the Department. Any sale, trade, lease or other disposal of said property, when such action is authorized by the Department, shall be for the benefit and account of the United States

of America and the net proceeds of such sale, lease, or other disposal or encumbrance shall be received and held in trust for the United States of America and shall be paid promptly to the Department.

"h. The donee shall make reports on the use, condition, and location of such property and on other pertinent matters as the Department and/or the State Agency may require.

"i. In the event the property is sold, traded, leased, or otherwise disposed of or encumbered during the period of restriction without prior approval, the donee, at the option of the Department, shall be liable for the reasonable value of the property of the time of such sale, trade, lease or other disposal, as determined by the Department, in lieu of being liable for the net proceeds of the disposal, as set forth in agreement lettered g."

You state in your letter that the equipment in question is now covered as are other motor vehicles belonging to the Board of Education. By that I assume you refer to the provisions of Chapter 1256, Session Laws of 1955, now codified as G. S. 115-53. The first sentence of that section provides that a board of education, by securing liability insurance, is authorized to waive its governmental immunity from liability for damage by reason of death or injury to person or property caused by the negligence or tort of any *agent or employee* of such board of education when acting within the scope of his authority or within the course of his employment. It seems to me that a volunteer fireman operating such a truck would certainly be an agent of the Board of Education and thus covered by the liability insurance. Of course he would not be an employee of the Board of Education in the strict sense of that term. You also express doubt that the volunteer firemen injured while operating such equipment would be personally protected. I assume that the fire departments you refer to are "rural fire protection districts" organized under the provisions of Article 3A, Chapter 69 of the General Statutes. I note that G. S. 69-25.8 provides that members of such fire departments shall have all of the immunities, privileges and rights, *including coverage by Workmen's Compensation Insurance*, when performing any of the functions authorized as members of a county or city fire department would have in performing their duties.

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, April, 1951)

Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, was recently honored by initiation into the Chapel Hill Chapter of Phi Delta Kappa, national honorary education fraternity.

The **Guidance-Curriculum Study** now being conducted by the Survey of Public Education was described in a report to the State Board of Education recently by Dr. A. S. Hurlburt, Director.

Fayetteville High School held a Career Day Program on March 16.

10 Years Ago

(N. C. Public School Bulletin, April, 1946)

A. L. Teachey, who has been Director of Food Production War Training Program which has been conducted throughout the State as a part of the program of the Division of Vocational Education, has been appointed by State Superintendent Clyde A. Erwin as State Supervisor of the Veterans Farmer Training Program.

Ralph J. Andrews, who recently returned to the State Department of Public Instruction as consultant in health and physical education from the armed services, resigned, effective March 6, to accept employment as director of parks and recreation in Raleigh.

15 Years Ago

(N. C. Public School Bulletin, April, 1941)

The **General Assembly of 1941** passed an act providing "for the extension of the public school system to embrace twelve grades in those school districts requesting the same" to be paid for from the appropriation made for the operation of the State eight months school term.

Appropriations for Public Education 1941-42:

1. Support of 8-months school term	\$28,158,324
2. Vocational education	600,000
3. Adult education	30,000
4. Free textbooks	200,000

The **Durham Classroom Teachers Association** yesterday afternoon began the sponsorship of a class in elementary education at a meeting of city and county teachers in the Central Junior High School.

Groups Visiting Washington May Hear Symphony

Free concerts will be given to high school groups visiting Washington, D. C., during the period of April 27-May 30, it is announced by Ralph Black, manager of The National Symphony Orchestra.

These concerts, called Music for Young America, will be given at Constitution Hall every evening at 7:45 during this period, except Thursdays, May 3-10-17 and 24. They are made possible through the generosity of Mrs. Merriweather Post. Howard Mitchell is conductor of the Orchestra. Each program will last an hour.

This appears to be an opportunity which school groups that plan to visit Washington this spring should not miss. These programs, it is learned, will appeal especially to those who may be hearing their first "live" music, played by a renowned orchestra in a great concert hall. Sponsors of trips are urged to include this feature in their itinerary.

Attorney General Rules

(Continued from page 15)

From the foregoing, it is the view of this office that the _____ County Board of Education does not have the authority to lease the equipment referred to in your letter to an organized fire protection group without incurring the penalties prescribed by the Federal authorities in the contract under which such equipment was acquired. As a matter of fact some question has arisen in this State as to whether county boards of education may use such equipment in cooperation with local fire protection groups. The State Department of Purchase and Contract has reached the conclusion that such equipment may not be acquired directly by fire departments. However, I have seen some correspondence on this subject between the Honorable Charles B. Deane, Representative in Congress from the Eighth North Carolina District and the Honorable Allison W. Honeycutt, Deputy Director. This correspondence indicates the approval by the Department of Purchase and Contract of the use of such equipment by an organized fire department as agent of the County Board of Education, the owner of the equipment. Congressman Deane also seems to think that such use is within the spirit of the Federal regulations.—Attorney General, January 26, 1956.

MAKING TODAY'S NEWS

Person. The Person County Board of Education has awarded the contract for the Helena gymnasium in the total amount of \$135,000, including the general contract, plumbing, heating, electrical, architects fees and equipment, Superintendent R. B. Griffin disclosed yesterday. *ROXBORO Courier-Times*, February 9.

Tyrrell. Officials of the State Department of Public Instruction have been in Tyrrell County during the past week making a survey of schools in reference to the building program now under consideration by the Tyrrell County Board of Education. *ELIZABETH CITY Advance*, January 21.

Forsyth. The Forsyth Board of Education moved ahead with plans for Southwest High School yesterday as it approved bids totaling approximately \$418,500 for construction of a classroom unit and gymnasium. *WINSTON-SALEM Journal*, February 7.

High Point. Teachers and industrial leaders of High Point will swap visits tomorrow. *HIGH POINT Enterprise*, February 14.

Durham. The County Board of Education is expected to meet in special session next week to consider legal resolutions setting the date for an election on a \$4.2 million city-county school bond issue. *DURHAM Herald*, February 7th.

Nash. Members of the Nash County Advisory Committee on Education have been advised that their services are still desired by the County Board of Education despite a State-level policy formulated several weeks ago suggesting that county advisory committees throughout the State be quietly "shelved". *NASHVILLE Graphic*, February 9th.

Warren. The teachers of the Littleton School are planning in-service training as a means of professional improvement and to revitalize some of the subject matter areas. *LITTLETON Observer*, February 9th.

Lenoir-Kinston. Formal resolutions requesting that the Board of County Commissioners issue bonds in the amount of \$2,162,000 (\$1,412,000 for county schools and \$750,000 for city schools) were filed with Miss Catherine Cooke, secretary to the Board of County Commissioners. Wednesday afternoon by city and county boards of education. *KINSTON Free Press*, February 9th.

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NORTH
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BULLETIN

May, 1956 RALEIGH, NORTH CAROLINA Vol. XX, No. 9

Good Opportunities, Not Race With Russians Should Be Stressed in Recruiting Engineers

Promoters of bigger and better engineering and scientific training in the United States are overplaying the "Keep up with the Russians" idea, asserts an editorial in Engineering News-Record, McGraw-Hill publication. The editorial deems the use of fear as an argument to persuade an American boy or girl to take up the study of engineering as "absurd".

"The incentive of visible opportunity—to earn a living, to do interesting work, to achieve a position of respect and leadership, to make worthwhile contributions to society—is what makes sense in this country," the editorial declares.

"Both educators and business men have made great strides in improving this incentive in recent years. They should dedicate themselves to its further improvement, and stop looking over their shoulders at the Russians.

"Actually, it is difficult to pick any fields in which the Russians can show any near equality, let alone superiority, over the United States," the editorial says. "We have a developed, dynamic industrial economy, whereas Russia is frantically trying to lift itself from a level we have long since passed. Its need to increase its supply of engineers and technicians is thus much more pronounced than ours.

"Moreover, Russia can claim quick results since it can force its people into whatever molds some economic planner of the moment wishes—can shift 'production' at will from doctors, to engineers, to pharmacists or even to hockey players."

But the effectiveness of engineers and scientists is not measured by numbers but by ability, the editorial emphasizes. "We need more engineers and scientists than we now have. But we need them for our own specific purposes and not just because the Russians claim to be turning them out in wholesale lots. Drumming up fear of Russian educational activities is just confusing the issue," the editorial concludes.

Ramsey Advocates Community Colleges

Establishment of community colleges was advocated recently by D. Hidden Ramsey, Chairman of the State Board of Higher Education, as a way to meet the needs of boys and girls desiring a college education.

Speaking before the Charlotte Rotary Club, Mr. Ramsey outlined the advantages of community colleges as a means of offering higher education to young North Carolinians. "The signal advantage of such institutions," he stated, "is that they provide college training at the lowest possible cost to the State and to the student."

Enrollment in colleges is increasing throughout the nation at a very rapid rate. There are now approximately 50,000 students enrolled in North Carolina institutions. By 1970, Ramsey predicted, the State will be called upon to provide higher education opportunities for 70,000, or more.

Even with this peak enrollment, North Carolina, he stated, "ranks shockingly low" in percentage of its college age population actually attending school. He said less than one-sixth of the young men and women in that age group were in college in 1950, while the national average was one in four.

"Many states are undertaking to meet the situation by fostering the establishment of community colleges. In North Carolina, we have hardly scratched the surface of the community college. We have only four such public institutions, and the State is now making for the first time a meager appropriation for their support.

"It is a demonstrable fact that students attend an institution in direct ratio to their proximity to it. Does the State have any responsibility to organize its system of higher education in such a way that colleges are brought within the geographic reach of its youth?"

Forestry Education Needs More Students

Forestry education in the South needs more students, not more schools, Dr. John E. Ivey, director of the Southern Regional Education Board, asserted in a recent letter to Southern educators and legislators.

With pressure mounting in several Southern states for the establishment of new schools of forestry, Dr. Ivey called attention to the work of the SREB's regional forestry committee.

"Two years ago," he wrote, "the Regional Committee on Forestry Education and Research re-assessed the region's needs for forestry training and research.

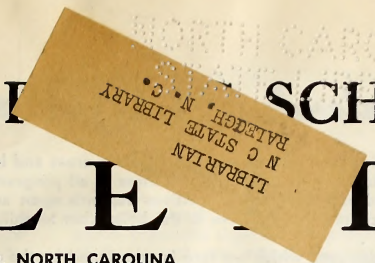
"We concluded that existing accredited schools could meet the region's needs in the foreseeable future, since each school could take care of at least 50 per cent more students than it was enrolling at that time."

Recently, Dr. Ivey continued, the regional committee re-affirmed its conviction that the South's seven accredited schools have adequate capacity to provide the region with enough professionally trained foresters.

"The fundamental reason for the present shortage of foresters," Ivey concluded, "is that the profession of forestry has not been attracting enough boys into a career in forestry. Each of the schools can take half again as many students as they now have. Establishing new schools is not a solution."

Seven regional schools have planned their instruction and research so that they avoid unnecessary duplication. These are at Alabama Polytechnic Institute, Duke University, Louisiana Polytechnic Institute, Louisiana State University, North Carolina State College, and the Universities of Florida and Georgia.

Together the Board and these institutions have organized the Regional Committee which has worked out uniform transfer and admission standards to enable more students to enter forestry training.



Superintendent Carroll Says . . .

Within the structure encompassing all areas and levels of education, standing at the helm of learning, is the teacher. The effectiveness of all programs which we administratively devise in furtherance of our educational objectives depends upon an adequate supply of competent teachers. We have committed ourselves to the belief that teaching is indispensable to the preservation of any nation . . .

The dilemma which we face is occasioned by the cold fact that there is in North Carolina, and in most all states, a dearth of young college graduates who are entering the teaching profession . . .

Prerequisite to any satisfactory understanding of teacher supply and demand in North Carolina public schools is a knowledge of their scope. Last year, for the first time, our enrollment exceeded 1,000,000 children. In the last decade we have witnessed an increase of almost 200,000 pupils in total enrollment. The percentage of increase in the elementary schools is 14.8 and in the high schools, 66.6. During this period the enrollment in Negro high schools more than doubled. As for the future, we need only to recall that 116,167 babies were born in our State last year—a more productive yield than in any preceding year. To instruct a million students, based on our experience and our standards of operation in the 1954-55 term, requires a staff of approximately 34,400 teachers, principals, supervisors, and superintendents. And that challenge brings us to our problem . . .

In the years immediately ahead our State will need a minimum of 3,200 new teachers annually. Approximately one-third of this number will be required to fill new positions created by increased enrollment and the remaining two-thirds will be needed to fill vacancies caused by losses to homemaking, other employment, retirement, personal or family illness, formal study, death, and similar reasons . . .

Adequate treatment of supply and demand of teachers naturally leads into their education, which in turn involves licensing or certification. It is sometimes contended that so much emphasis is placed upon professional fields of study that subject matter is neglected. To put it another way, it is sometimes argued that our teachers know how to teach but not what to teach.

What are the facts? For both the elementary and the high school teacher, North Carolina requires three six-hour courses of professional education. I would not rule out the fact that each of us has encountered along the way a handful of teachers who seem to have been born into a knowledge of how to teach and why, but until all teachers shall have been so well-born, I shall continue to believe that professional courses in education should be required of prospective teachers. Failure to do this would seem to be admission that after all of the centuries we as teachers have learned little if anything about the art and the skill in which we have been engaged . . .

Very frankly and bluntly I say that for too long a time we have sought to maintain an adequate supply of teachers with insufficient salary and an abundance of platitudes. This approach to the problem has failed. There is no substitute for money in the marketplace and teachers have to go to market. Exactly what salaries are necessary to obtain and hold a competent and sufficient staff of teachers is an undetermined matter. It is quite probable, however, that appropriate compensation will have been provided when you and I and every other citizen of North Carolina are willing to suggest that our own children should give serious consideration to teaching as a profession.

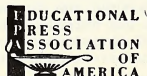
(Excerpts from address on Teacher Supply and Demand in North Carolina delivered at Conference on Higher Education, Salem College, April 18-19.)

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction.

Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.

May, 1956 CHARLES F. CARROLL Vol. XX, No. 9
State Supt. of Public Instruction



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Features

	Page
Good Opportunities, Not Race With Russians, Should Be Stressed in Recruiting Engineers	1
Superintendent Carroll Says	2
Advisory Committee on Education Recommends "Rebuilding Our Schools"	4
Duke's Third School Law Conference Set for June 26-27	5
Statistics Give Comparisons of Public Education for Negroes in North Carolina With Adjoining States	8-9
The Attorney General Rules	15

Ye Editors Comment...

Financial Aids

There has just been issued by the Department a little bulletin which gives a list of the scholarships, loan funds and work opportunities available at the colleges and universities of this State. This bulletin is of special significance to the high school graduate who would like some financial assistance in securing a college education. A scholarship or other financial aid, although not sufficient for the entire cost of a year in college, could be the decisive factor in determining whether many qualified boys and girls would make the effort required to continue their formal education.

The recently issued bulletin does not include all financial aids available to youth who wish to get a college education. There are a number of locally-administered funds from which deserving boys and girls may secure financial aid. Some of the local units of the North Carolina Education Association have set up scholarships for students who wish to take training for teaching. A number of local civic organizations and other local agencies have provided funds in the form of scholarships or loans for assisting local high school graduates in their efforts to obtain a college education.

Principals, teachers and counselors should acquaint themselves with these various sources of funds to the end that no boy or girl who has the ambition and the scholastic ability may be denied the opportunity to continue his or her education in some college. An encouraging "word" from the teacher may be just the spark needed to create an interest which, coupled with a possibility of financial assistance, may also be the means of increasing the number of our youth who receive a college education.

Negro Education in Five States

Our "center spread" for this issue concerns public education for Negroes in five Southern States including North Carolina. This statistical information reveals the similarities and the differences that obtain in these particular states when each is looked at as an entity. These facts are presented as information of interest and value to those engaged in public education.

North Carolina, these facts for 1951-52 show, has more Negro pupils with more in high school and more Negro teachers than any of the states whose borders touch this State. North Carolina also has fewer one-teacher schools for Negroes than these other four states. And North Carolina pays its Negro teachers far more than either Georgia, South Carolina, or Virginia (or Tennessee although the amount is not given).

Motivating Influence

A preliminary report of a survey of the 1955 high school graduates shows that approximately 26 per cent of these graduates entered senior college. Although there is some difference as to the percentage of rural and city graduates who enrolled in a senior college, the racial percentages are almost identical at 25.9 and 25.8 respectively, for white and Negro graduates.

The survey shows further that 4.91 per cent of these 1955 graduates enrolled in junior colleges, 6.15 per cent enrolled in business and trade schools, and nurses training. In other words, approximately 37 per cent of these graduates continued their formal education. Adding to this 37 per cent the 6.5 per cent who entered military service and we get a total of 43.44 per cent. There is left, therefore, 56.56 per cent who evidently ended their formal education with graduation from high school.

Of this 56.56 per cent of this graduating class, numbering approximately 20,000, it has been estimated that at least 5,000 have the qualifications for a college education. Might not these 5,000 boys and girls be a good source for some new teachers? Certainly their potentiality should be a challenge to many professions which are now experiencing a shortage of qualified personnel.

Litterbugs

Governor Hodges has called attention on several occasions to the trash and other litter along our highways. In his opinion, in which we concur, the citizens of this State and others who use these arteries of travel should try to make our State beautiful by keeping it free from rubbish of all sorts.

We have been thinking of the Governor's admonition in connection with schools and school children. With pride we are observing that more and more of our schoolhouses and school grounds are not only kept clean but very attractive. The buses too are becoming free of paper, peanut hulls, and other trash. It is also observed that children who take trips to our capital city have apparently been taught respect for public grounds and property.

It is encouraging to believe that all of us, both adults and children, are forming the habit of cleanliness and neatness. The trait reflects an upgrading in civic responsibility, no doubt attributable to our teaching and to a kind of contagious pride. As we improve the appearance of our public highways, public parks, public buildings, and public school buses, we shall not only contribute to the beauty of our State but we shall be a credit to the sources of our training.

Advisory Committee on Education Recommends "Rebuilding Our Schools"

Advices School Operation Under Assignment Law and Changes in Constitution for Closing Schools as "Escape Possibilities from Intolerable Situations"

"Rebuilding our schools", the segregated-by-law system, which the Supreme Court has destroyed—that is the proposal of the North Carolina Advisory Committee on Education in its report submitted April 5 to the Governor, the General Assembly, the State Board of Education, and county and local school boards of North Carolina.

The report was given over radio and TV by its Chairman, Thomas J. Pearsall. It has been printed and distributed throughout the State.

"The task which faces us," the Commission said, "is how to use what we have left of our old educational system to provide an education for all of the children in North Carolina." To meet the problems presented, the Commission recommends that all school units specifically:

"1. Recognize that there is no law compelling the mixing of the races.

"2. Recognize that since the Supreme Court decision there can be no valid law compelling the separation of the races in public schools.

"3. Declare that initial assignments to schools will be made in accordance with what the assigning unit (or officer) considers to be for the best interest of the child assigned, including in its consideration, residence, school attended during the preceding year, availability of facilities, and all other local conditions bearing upon the welfare of the child and the prospective effectiveness of his school.

"4. After initial assignments are made, permit transfers only upon application and hearing in due course and in accordance with the provisions of the 1955 assignment law."

To provide what the Commission calls "escape possibilities from intolerable situations", it recommends "that a special session of the General Assembly of North Carolina be called this summer to consider submitting to the people the question of changes in our State Constitution". "Intolerable situations", as defined by the Commission, would be (1) situations where a child is forced to attend a school with the children of another race in order to get an education, and (2) situations which become intolerable to a community.

To achieve objectives which would permit escape from such situations, the Commission recommends that the Legislature cause to be submitted to a vote

of the people of North Carolina amendments, or a single amendment, to the Constitution. Amendments proposed are:

"1. Authority for the General Assembly to provide from public funds financial grants to be paid toward the education of any child assigned against the wishes of his parents to a school in which the races are mixed—such grants to be available for education only in non-sectarian schools and only when such child cannot be conveniently assigned to a non-mixed public school.

"2. Authority for any local unit created pursuant to law and under conditions to be prescribed by the General Assembly, to suspend by majority vote the operation of the public schools in that unit, notwithstanding present constitutional provisions for public schools."

The Commission stated that this report made April 6, was not final, but it would continue to study all developments and make further recommendations as it becomes necessary.

In addition to Chairman Pearsall, other members of the Commission are: William T. Joyner, Lunsford Crew, R. O. Huffman, William Medford, H. Cloyd Philpott, and Edward F. Yarborough.

Barker Receives Honor

A certificate of life membership in the International Council for Exceptional Children has been awarded to Felix S. Barker, Director of Special Education, State Department of Public Instruction.

This certificate was awarded to Mr. Barker upon recommendation of the State Federation of ICEC. Nomination was made by State Membership Chairman, H. Jay Hickes, Director of Special Education, Charlotte City Schools. In making the nomination, Mr. Hickes stated that "Mr. Barker has pioneered in Special Education in the State of North Carolina, for a number of years giving unselfishly of his time, energies and understanding for exceptional children."

Mr. Barker has headed the Division of Special Education since October 1, 1948, when the Division was established. Prior to that, Barker served for a number of years as District Supervisor of Rehabilitation, Greensboro, North Carolina.

Superintendent Morgan Writes Book on Boards

Superintendent Roland R. Morgan of the Mooresville City Schools has written a book on *School Boards in North Carolina; Their Status, Functions, and Activities*.

The book, published by the North Carolina School Boards Association, is a comprehensive study of every school board in North Carolina. It was written by Superintendent Morgan in partial fulfillment of the requirements for the doctor's degree at the University of North Carolina.

Copies may be secured from the North Carolina School Boards Association, Chapel Hill, at \$1.25 each.

NCEA Issues Brochure on Teacher Supply

"Teachers For Our Children" is the title of a 38-page brochure, recently issued by the North Carolina Education Association.

This brochure is the result of a survey made by Superintendent A. B. Gibson of Laurinburg and A. C. Dawson of Southern Pines. It is based on data concerning white teachers as of October 25, 1955 secured from the 174 local school superintendents.

Some of the facts shown are the following:

- 2,540 teachers, 14.13% of the total employed, were trained as high school teachers, but are actually teaching over 75,000 elementary school children.
- 92 of each 100 teachers employed hold "A" certificates or better. The 1,999 who hold non-standard certificates teach more than 60,000 children.
- 1,126 teachers who teach more than 33,000 children should be replaced, according to superintendents.
- 961 teachers who commute an unsatisfactory distance teach 29,000 children.
- In 115 of the 174 units teacher turnover ranges from 15 to 100 per cent in elementary schools.
- A better salary for teachers is decidedly the first and most important step toward improving teacher supply, the superintendents said.

Nearly half of this booklet is devoted to opinions of superintendents, including a statement by State Superintendent Charles F. Carroll, who said: "We must take steps immediately to increase teachers' salaries in North Carolina. This is the best method of assuring the best education our State can provide."

ECC Makes Changes in Admission Requirements

Administration of entrance tests by East Carolina College in the spring before the opening of college instead of in the fall, as is the present policy, and allocation of dormitory rooms on the basis of ability rather than on priority of application are among changes which will be recommended to the college administration and faculty by a Committee on Admission and Retention of Students recently appointed by President John D. Messick.

"While the policy of the college has been to admit no student whose high school grades are below a C average," President Messick said, "increased enrollment with limited facilities makes it a necessity that the number of students at East Carolina be further restricted through entrance examinations."

East Carolina now administers to freshmen an eight-hour battery of tests each fall during the annual orientation program on the campus. These include intelligence, aptitude, personality, English, mathematics, reading, speech, and hearing tests and a general physical examination. Results are used largely to classify students and to aid faculty members acting as advisors to students.

The Committee on Admission and Retention of Students will recommend that these tests be administered in the future in high schools during the spring quarter and that results be used as a basis for selecting students applying for admission to the college.

The committee report will also recommend that in the assignment of dormitory rooms students with higher records in academic work be given priority over those with lower records.

More Births in 1955 Mean More Pupils in 1961

A record for the State of 116,206 births in 1955 means that there will be more school children in 1961.

As compared with 1954 the increase in number of live births, according to State Board of Health figures, is not great—only 317 more. As compared with 106,486 births recorded in 1950, however, the increase is more noticeable. This five-year increase of 9,720 is 9.1 per cent. A ten-year comparison—from 1945 to 1955—discloses an increase of 28,805, or 33 per cent, in births.

During the past ten years (1946-1955) 262,504 more children were born in North Carolina than during the preceding ten years (1936-1945).

Duke's Third School Law Conference Set for June 26-27

Duke University's Third School Law Conference will be held June 26-27.

Designed to bring the experience of specialists to bear on a host of school law problems, the two-day session will feature a number of men and women of national reputation in their fields, program chairman Dr. E. C. Bolmeier, professor of education, announced.

Problems to be discussed include pre-service training in school law; the present status of federal grants for school construction; the legal rights and liabilities of school personnel; and a panel on "Viewpoints on the Integration Problem."

Among those who have accepted speaking assignments are Judge John J. Parker of the Fourth Circuit Court of Appeals, Charlotte; North Carolina Attorney General William B. Rodman, Jr.; Don Shumaker, executive director of the Southern Reporting Service, Nashville, Tenn.; and Raleigh Attorney R. Mayne Albright.

Rodman and Albright will speak at the session on integration, and Shumaker will summarize the developments of that issue.

The first Duke conference in June, 1954, followed by a few weeks the Supreme Court decision on the school question. The meeting also led to the creation of the National Organization for Legal Problems of Educational Administration, which is concerned with all school law problems.

A wide range of professional groups again will be invited. This will include members of local and state school boards, school administrators, specialists in education from government, school attorneys, professors in education and teachers. Others interested in the problems will be welcome. Dr. Bolmeier said.

Other speakers and participants will be: Lee O. Garber, Professor of Education, University of Pennsylvania; E. Edmund Reutter, Jr., Associate Professor of Education, Teachers College, Columbia University; Edgar Fuller, Executive Secretary, National Council of Chief State School Officers, Washington, D. C.; Warren E. Gauerke, Associate Professor of Education, Emory University; Madelaine Remmlin, Assistant Director, Research Division, National Education Association; Newton Edwards, Professor of Education, University of South Carolina; and Charles F. Carroll, N. C. Superintendent of Public Instruction.

Schools May Participate in Wilson Centennial

The schools of this State have been invited to participate in a nationwide celebration of the hundredth anniversary of the birth of Woodrow Wilson, 28th President of the United States.

This invitation was extended to State Superintendent Charles F. Carroll by E. Walton Opie, Chairman of the Woodrow Wilson Centennial Celebration Commission, which was established by Congress. In his letter Mr. Opie calls attention to a Handbook of information and suggestions for Centennial programs which the Commission has issued. This and other material will be furnished by the Commission, Interior Building, Washington 25, D. C.

ECC Professor Claims Children Born Scientific

Children are scientific from the moment of birth, Dr. John G. Navarra of the East Carolina College department of science, claims in a recent article in "Childhood Education," journal of the Association for Childhood Education International.

Dr. Navarra's article traces the development of scientific concepts in early childhood and, emphasizing understanding of the individual child as a fundamental in curriculum building, presents a number of suggestions for improvement of the teaching of elementary school science.

The child's inquisitiveness, his "poke-into-ness", the author states, stems from his compulsion to find out about and to interpret his environment. It is, he says, "basic, rudimentary scientific activity".

Dr. Navarra illustrates his belief that the building of scientific concepts begins very early with the child by several case histories made by himself and his wife, Mrs. Celeste Navarra. He suggests, in concluding his article, that in view of the fact that the pre-school child has used elements of the scientific method in acquiring a vast store of concepts, a reconsideration of the teaching of elementary science is needed. Aspects of the present program which call for improvement, he says, are the experimentation and demonstration phase of science teaching, content, and continuity of the program, and the procedures of evaluation.

1955-56 T & I Program Compared With 1954-55

Enrollment in day trade classes for high school youth decreased from 2,946 in 1954-55 to 2,386 in 1955-56, according to a comparison of current year activities of the trade and industrial education program made recently by Murray D. Thornburg, State Supervisor with the Division of Vocational Education of the State Department of Public Instruction.

This decrease in day trade classes, according to Thornburg, was due to a decrease in the number of instructors employed, 16 fewer. There were this year a total of 161 classes representing 18 different occupations. While the decrease in the number of instructors has affected enrollment this year, Thornburg reported, the quality of instruction has improved. Only those programs which were not effectively meeting training objectives were discontinued, he stated.

Pre-employment training for adults is growing rapidly. Thornburg's report shows, the number increasing from 18 to 26 and with enrollment likewise increasing from 413 to 611. Part-time co-operative diversified occupations, a program for students, decreased from 40 in 1954-55 to 33 this year; whereas enrollment in practical nursing courses decreased from 307 to 262.

Evening trade extension classes, training to improve skills of employed persons, enrolled 388 more this year than during 1954-55; and 269 persons have completed supervisory training for plant personnel since July 1, 1955.

State Groups Encourage Student Creative Writing

In an effort to stimulate creative writing among high school students in the State, the North Carolina English Teachers' Association and the State Department of Public Instruction have recently mailed to principals copies of last spring's *North Carolina English Teacher* which is composed of student contributions.

Librarians and English teachers who would like to become members of the North Carolina English Teachers' Association should communicate with Dr. Earl Hartsell, Department of English, University of North Carolina, Chapel Hill. Those interested in the creative writing contest should also get in touch with Dr. Hartsell.

Enough Teachers Can Be Trained Problem Will Be to Recruit And Hold Them

Prospects for a total of 96,079 new teachers graduating from college in June, marking a 9.9 per cent increase over the June, 1955, total, are revealed in the new *Teacher Supply and Demand Study* released recently by the National Education Association (NEA). Even more encouraging are figures showing a corresponding increase in every one of the high school teaching fields.

But what will happen vocationally, to this class of college graduates after completing four-year courses in preparation for teaching? How successful will employers of teachers be in inducing these newly qualified persons to accept teaching positions in the face of other competition for their services?

A survey of the prepared teachers who graduated in the 1955 class is included in the new study and indicates what the answers will be. By November, 1955 a total of 71 per cent of these qualified teachers had actually entered the profession. The figures ran as high as 81.6 per cent for elementary school teachers and 69.4 per cent for English teachers but as low as 46.6 per cent for chemistry and 55 per cent for biology teachers.

How about the need for teachers? The report indicates that schools will need 175,000 new teachers by September, 1956. This estimate includes those needed to meet increased enrollments, to relieve over-crowding and half-day schedules, to expand educational programs in neglected areas, to replace the most woefully unprepared teachers now in service, and to fill the vacancies of 85,000 qualified teachers who, experience has shown, will leave the profession this year.

If all of the 96,079 prepared teachers graduating in June entered teaching, the deficit would still be approximately 86,000. Considering the similarity between this final deficit and the replacement of the low figure set at 85,000, the report points out the obvious necessity of finding some more effective method of retaining qualified teachers in service.

The National Commission on Teacher Education feels encouraged by the new report because it tends to confirm the Commission's recent optimistic statement that "teacher supply and demand can be balanced by 1962 if economic gains of teachers continue and if standards continue to be raised." The report shows a definite break in the

downtrend in the total number of college graduates. Along with this is the fact that 30.2 per cent in 1955 were prepared to teach, compared to 21 per cent in 1949.

Also encouraging is the evidence that raised standards of certification are proving to be an incentive rather than a deterrent in attracting new teachers. The number of well-qualified, adequately-prepared elementary school teachers, for example, continues to increase each year. Figures in the new study from states reporting on elementary school teachers in service show that only 46 per cent were college graduates in 1949; today, 67.7 per cent are at this level.

Over-all standards and the quality of college preparation for teachers are also improving. The new report shows that 62.2 per cent of the teachers prepared in 1955 graduated from institutions accredited by the National Council for Accreditation of Teacher Education.

Wake Superintendent Dies Assistant Succeeds Him

Superintendent Randolph Benton of the Wake County Schools died suddenly from a heart attack while attending the meeting of the North Carolina Education Association in Asheville on March 23. Assistant Superintendent Fred A. Smith was elected by the Wake County Board of Education on March 26 to fill out Benton's unexpired term.

Mr. Benton had served for fifteen years as Wake's school superintendent, having been elected to succeed John C. Lockhart. Prior to becoming superintendent, he served as principal of Wake Forest School from 1933 to 1940, as principal of Apex High School from 1919 to 1933, and as superintendent of the Franklin Schools from 1917 to 1919. He served as teacher in Georgia and Florida schools following graduation from Wake Forest College in 1913.

Mr. Smith had been assistant superintendent since 1950. Before this he was principal of Wakelon High School, 1947-50, and Rosehill High School in Duplin County from 1944 to 1947. He also served as teacher in Hertford, Littleton and Abkoske schools, and he taught one year, 1943-44, at N. C. State College. He holds the A. B. degree from Elon College, class of 1932, and the M. A. degree from Wake Forest College. He also studied at Duke University and the University of North Carolina.

Virginia Awards 900 Teaching Scholarships

Nine hundred scholarships for prospective public school teachers were awarded by Virginia in 1954-55. One thousand and two scholarships for summer school study in 1954 were awarded.

Virginia's plan of scholarship aid was established by the General Assembly of 1947 in an effort to encourage teacher preparation. These scholarships amount to \$400 per session for freshmen and sophomores and \$300 per session for juniors and seniors. This scholarship program has been a contributing factor in the rise of the percentage of Virginia teachers who now hold college degrees—from 61.2 per cent in 1949-50 to 72.3 per cent in 1954-55.

The Ideal Teacher

"A neat appearance, a pleasant smile, and a cheery 'hello' go a long way toward making an ideal teacher."

This is one of hundreds of definitions of the "ideal teacher" written by students and reported to *Scholastic Magazines*. Results of the informal survey appear in the "Jam Session" column of *Senior Scholastic and Practical English* (Feb. 23).

Students say that a sense of humor is the most important characteristic of a good teacher. Next come patience, understanding, and discipline. As a Massachusetts youngster puts it, the ideal teacher "adds a little humor once in a while to break up the boredom."

Procedures For Teacher Employment Given

Procedures for the employment of teachers and principals for 1956-57 were given in a recent letter to superintendents by State Superintendent Charles F. Carroll.

"Because some of you have inquired about the procedures to be followed in employing personnel for the coming year," Superintendent Carroll stated, "the following citations, interpretations, and suggestions are submitted:

- a. Since contracts are made "for the next succeeding school year or for the unexpired part of a current school year", it is not necessary to notify personnel that their contracts are being terminated at the close of the school year.
- b. Section 115-142 (Chapter 664 of the 1955 Session Laws) states that "any teacher or principal desiring election as teacher or principal in a particular administrative unit shall file his or her application in writing with the county or city superintendent of such unit." Since the language here omits any reference to the frequency of filing application (the law does not say "each year" or "annually") it is the view of the Attorney General that it will not be necessary for personnel now employed in your unit to file a new application form. This view, however, does not preclude the right or the advisability of a superintendent determining whether teachers and principals desire to be considered for re-election.
- c. In the employment of principals, county superintendents are remind-

ed of the provisions of 115-72 (Article 7, Sec. 4) stating that "The district committee, upon the recommendation of the county superintendent of schools, shall elect the principals for the schools of the district, subject to the approval of the county board of education." It is to be noted that superintendents have the responsibility for recommending principals for all schools. Heretofore, in some instances, district principals have recommended principals for schools in their district.

- d. In the employment of teachers, Section 115-72 also states that "The principal of the district shall nominate and the district committee shall elect the teachers for all the schools of the district, subject to the approval of the county superintendent of schools and the county board of education." The new contract form complies with the provisions of this section.
- e. With further reference to this matter, your attention is also called to the following sections and titles from *Public School Laws*:
 - (1) Section 115-58 (Article 6—Sec. 5). Superintendent to approve and record election of principals and teachers.
 - (2) Section 115-21 (Article 5—Sec. 4). City Board of Education, how constituted; how to employ principals, teachers, janitors and maids.
 - (3) Section 115-152 (Article 18—Sec. 1). Certificate prerequisite to employment.

Reading Clinic Scheduled For NCC Summer Session

A reading clinic, with special work for supervisors, has been arranged for the summer session at North Carolina College, according to G. H. Ferguson, Director of Negro Education in the State Department of Public Instruction. Mrs. Lucy Herring, supervisor in Asheville and Buncombe county, who has directed a similar clinic for the past five years, will again be in charge this summer. More than a hundred persons have attended each of the recent reading clinics at NCC.

Twenty fifty-dollar scholarships have been made available for supervisors who are interested in this type of work by the Southern Education Foundation.

The summer session lasts for six weeks; and full credit will be given for work pursued in this connection. Demonstration classes, lectures, readings, and discussions will characterize this study course. Emphasis will be given special work and activities for supervisors.

Those interested in applying for scholarships should write to G. H. Ferguson, State Department of Public Instruction, Raleigh.

Woman's College to Hold Music Clinic Over TV

A school Music Clinic, Education 548, will be held over TV this summer by the Woman's College of the University of North Carolina, according to a recent announcement by C. W. Phillips, Director of Public Relations.

The Clinic will be conducted by Birdie Holloway, Associate Professor of Music Education, over WUNC-TV Channel 4, Mr. Phillips stated. "The course will begin on Monday evening, June 4, and run five evenings per week through July 13. The hour is from 6:55 to 7:30 p.m. The course will carry graduate and certificate credit. It is designed particularly for elementary and public school music teachers."

"This is the fourth such credit course given over WUNC-TV, and the program has proved very popular with teachers throughout the central section of the State."

"At the conclusion of the music course, another course yet to be determined will follow during the second six weeks of the summer session."

Persons interested in credit should write to Mr. Phillips for application blanks.

STATISTICS GIVE COMPARISON OF PUBLIC EDUCATION FOR NEGROES IN NORTH CAROLINA WITH ADJOINING STATES

Statistical information for 1951-52* a different problem in providing educational opportunities for this part of its population.

In the matter of population, it is noted that only 16.1 per cent of Tennessee's population is Negro, whereas in

South Carolina the per cent is 35.8. Per cent of total population Negro in the other three states including North Carolina lie between these extremes, as the table shows.

Except in Tennessee, the percentage of non-white (mostly Negro) school-age population is greater than the percentage of non-white total population, thus indicating a younger population on an average among non-whites than in the case of whites in four of these five states. This fact also indicates the proportion of the total school-age population which must be considered in any plan for providing public education to all the children of these states. Certainly, it is reasonable to suppose that the problem in Tennessee, for example, would not be the same as that of South Carolina, or any other one of the states considered here.

North Carolina has more Negro pupils enrolled in public schools than either of the adjoining states, but the proportion of non-white school-age population in North Carolina is less than either Georgia's or South Carolina's.

Georgia has more Negro pupils enrolled in elementary schools than any

parisons can be made because of the question of size. Evidently, there are more small schools in South Carolina in ratio to both the total number of schools and the enrollment. As will be observed, North Carolina has the smallest number of small schools, and the number is especially small when considered in relation to the larger enrollment figure.

Race Comparisons

Comparisons between white and Negro phases of public education as represented by certain statistical items indicate still further differences among the five states considered here. Some of these comparisons have been discussed already. But to repeat, it is observed that North Carolina has a larger Negro enrollment, as well as a larger number of Negro pupils in average daily attendance, than the four adjoining states. North Carolina's per cent of pupils enrolled attending daily is highest for whites and ranks next to Tennessee for Negroes, far above that of South Carolina and Georgia.

Average term provided white and Negro pupils in these states is approximately identical.

Facts About Negro Schools in Five States, 1951-52

Educational Item	Ga.	N. C.	S. C.	Tenn.	Va.
Total Population—All classes (000)	3,445	4,062	2,117	3,292	3,319
Total white	2,381	2,983	1,293	2,760	2,582
Non-white	1,063	1,079	824	531	737
Negro	30.9	25.8	38.8	16.1	22.1
Per cent of all classes	84.1	1,028	575	770	733
School-age population—All classes (000) ..	546	714	312	648	546
Total white	295	314	263	123	187
Non-white	35.1	30.5	45.7	15.9	25.5
Per cent of all classes	255.870	273.188	227.658	110.750	162.248
Number of Negro pupils enrolled—Total ..	126,972	184,630	111,300	55,049	80,451
Boys	128,898	138,558	116,358	55,731	81,817
Elementary	226,883	232,714	198,444	90,753	136,485
Boys	115,175	113,650	99,954	46,124	67,668
Girls	111,708	110,064	98,490	44,629	68,817
Secondary	23,887	49,474	29,214	19,997	25,783
Boys	11,797	20,980	11,346	8,925	12,783
Girls	17,190	28,494	17,868	11,072	13,000
High school graduates (Negro)	2,567	7,110	3,065	2,735	3,767
Boys	970	2,673	1,048	1,106	1,445
Girls	1,597	4,437	2,017	1,629	2,322
Enrollment by grade (Negro)—Kinderg'in ..	1,436	37,151	42,499	15,908	19,775
First	47,870	31,426	28,247	12,080	19,523
Second	32,861	31,426	27,411	12,249	19,807
Third	31,472	30,910	25,408	11,978	18,331
Fourth	29,367	29,002	22,738	11,097	15,838
Fifth	26,082	27,421	20,225	10,043	15,131
Sixth	23,170	25,150	20,225	10,043	15,131
Seventh	19,240	22,772	17,396	9,259	13,405
Eighth	15,385	19,882	14,520	8,269	8,358
Ninth	11,513	17,262	11,156	7,073	9,765
Tenth	8,611	13,675	8,084	5,640	6,910
Eleventh	6,045	10,573	5,776	4,213	5,250
Twelfth	2,818	7,964	4,198	3,071	3,888

Primary	5,253	9,760	4,930	9,732	in public high schools, 20,000 more than
Women	344	566	142	142	either Georgia or South Carolina. These
Secondary	1,888	1,712	1,434	1,453	ratio between elementary and second-
Men	878	723	620	422	ary enrollments affect the organization
Women	1,010	989	814	674	and operation of the schools in these
Number of schools—Total	1,689	1,551	2,070	915	respective states.
Elementary	1,525	1,323	1,836	838	North Carolina has more Negro grad-
Secondary	164	228	234	107	uates than either of its neighboring
One-teacher	716	175	594	392	states. In ratio of graduates to total
Two-teacher	383	255	583	218	secondary education, however, Virginia
Three-teacher	136	153	226	107	with 14.6 per cent is slightly ahead of
White-Negro comparisons					North Carolina's 14.4 per cent. Georgia's
Enrollment—White	495,353	641,081	284,541	565,892	number of graduates is only 8.9 per cent
Negro	255,870	273,188	227,658	110,780	of its total secondary enrollment. These
Average daily attendance (000)—White	430	578	245	497	differences also affect the problem of
Negro	208	238	182	140	providing educational opportunities to
Aggregate days attendance (000)—White	77,391	104,082	44,027	87,663	the children of these states.
Negro	37,364	47,735	32,367	17,446	Enrollment by grades is simply a
Length of school term (days)—White	180.0	179.9	179.8	176.5	more detailed view of the problem.
Negro	180.0	173.9	177.4	178.1	States with the greatest portion of their
Per cent of pupils enrolled attending daily—White	86.6	90.2	86.1	87.8	Negro enrollment in the lower grades
Negro	81.1	87.0	80.1	88.4	have a different problem than those
Average number of days attended by each pupil enrolled—White	155.9	162.4	154.7	154.9	with a more gradual decrease from
Negro	146.0	156.4	142.2	157.5	lower to upper grades in enrollment.
Percentage of children aged 5-17 not in school by age group					There are evidently many problems
5-17 years old—White	18.0	19.9	19.4	18.3	and as indicated by the figures presented,
Non-white	21.9	21.6	24.0	19.5	not discerned by instructional staff
5-13 years old—White	16.1	19.8	18.3	18.3	in elementary and secondary schools.
Non-white	17.8	20.3	20.1	17.9	Although North Carolina has greater
14-17 years old—White	22.9	20.2	22.2	20.9	enrollment in secondary schools, Georgia
Non-white	32.8	25.0	34.4	28.6	has more teachers in this field. The
Number of elementary teachers—White	11,673	15,134	16,526	137,093	number of teachers in the secondary
Negro	5,973	6,319	15,700	2,530	field in South Carolina and Virginia is
Number in 1-teacher schools—White	90	51	84	931	nearly identical, yet South Carolina has
Negro	716	175	594	392	3,431 more secondary pupils.
Per cent elementary teachers in 1-teacher schools—White	.8	.3	1.3	6.8	As to the number of schools, no com-
Negro	12.0	2.8	10.4	15.5	
Average annual salary per member instructional staff—White	\$2,649	\$3,267	\$2,673	\$2,641	
Negro	2,444	3,322	2,001	2,583	
Current expenditure per pupil in average daily attendance—White	190.15	186.30	195.50	190.15	
Negro	115.39	149.60	98.14	98.14	
Capital outlay per pupil in average daily attendance—White	30.88	54.22	24.69	24.69	
Negro	13.33	65.36	11.47	11.47	
Value of school property per pupil in average daily attendance—White	496.99	395.15	395.15	395.15	
Negro	266.31	126.62	126.62	126.62	

* Source—Circular No. 444, Statistics of Public Elementary and Secondary Education, 1951-52, U. S. Office of Education.

* Estimated.
** Included with teachers.
†† Includes principals.

How to Avoid Liability on School Trips

An article entitled "Administrators and Teachers Can Be Liable for Pupil Injuries Caused by Negligence on Field Trips and Excursions" appears in the September issue of *Nation's Schools*. The author, Lee O. Garber, Professor of Education, University of Pennsylvania, discusses the liability of a teacher conducting a school trip, the administrator who approved it, the school district employing the teacher and administrator, and the enterprise or agency on whose property an accident may have occurred. Mr. Garber advises that the following precautions should be observed:

1. Each administrator should call the attention of his teachers to the physical dangers involved in sponsoring field trips. Working with them, he should develop a policy which guarantees that adequate planning will precede each field trip.

2. Each administrator should definitely locate the responsibility for seeing that such a policy is faithfully adhered to by all teachers.

3. A teacher should carefully plan each field trip ahead of time.

4. If a trip involves, or is likely to involve, contact with any dangerous machinery or equipment, a teacher should make a personal pre-visit in order to see the nature of the dangers to be encountered. If, in his estimation, the dangers are great, he should not sponsor the trip. If he decides to go through with it, he should make certain that the pupils are properly warned of any potential dangers.

5. A teacher, planning a trip, should decide how many pupils can be adequately supervised by each adult. If he decides one adult cannot safely supervise as many pupils as he plans to take, he should either organize several groups and take each group separately or ask for the assistance of other adults. Parents can generally be called upon to help on such occasions. The teacher should be certain that those he calls upon are reasonably prudent people and that they are properly briefed on their duties and the potential dangers, if any.

6. The teacher, in planning a trip, might well give some consideration to the matter of whether the pupils will be licensees or invitees. In case he has a choice in determining where to take his pupils, other things being equal, he would be wise if he decided to visit a plant or factory where his pupils will be considered invitees.

7. In order to avoid any difficulty, an administrator or a teacher might well

discuss with the management of the plant to be visited the question of the plant's liability in case of injury to a pupil.

8. Teachers should require parent approval for each child before permitting him to make the proposed trip. While this gives the teacher no protection, it does make for better public relations, and, in case of injury, may prevent severe criticism of the school.

9. In the absence of any policy regarding field trips, a wise teacher will obtain the administration's approval before making the trip.

10. Finally, if a teacher desires maximum security, he will take out a personal liability policy with a reputable insurance company. The rates are not particularly high when it is considered that such a policy gives him protection for an entire school year. Under most such policies, if not all, the company not only agrees to pay any judgment rendered against the teacher but also agrees to defend him against any action brought. The costs of litigation can be high, and even if a teacher wins a suit brought against him, the costs involved in defending himself can be many times greater than the yearly premium.

—*Oregon Education News*, November, 1955.

Institute of Government Publishes Law Guidebook

A *Guidebook on Public School Law in North Carolina* has been issued by the Institute of Government, Chapel Hill, N. C.

According to its Foreword this book "is essentially an attempt (1) to describe the statutory budget procedures, and (2) to explain the division of financial responsibility between boards of education and boards of county commissioners or other tax levying authorities. This new guidebook became necessary when the 1955 General Assembly completely rewrote the portions of the General Statutes of North Carolina governing the public schools."

The book was prepared by John A. McMahon of the Institute after consultation with authorities in the field of public education. It provides clear and unbiased answers to major problems of school budgeting and financial responsibility. The author is available for conferences on these problems. The book may be secured from the Institute of Government, Chapel Hill, North Carolina at \$1.50 per copy.

Educators May Get Summer Scholarships in Family Finance

A total of 500 scholarships at 12 universities are being offered this year at the 1956 Summer Workshops in Family Finance sponsored by the National Committee for Education in Family Finance.

The workshop scholarships are open to educators who demonstrate a need and use for information and teaching materials on family finance: classroom teachers in schools, colleges and teacher-training institutions, as well as administrators, supervisors and curriculum directors. Credit toward a graduate degree is awarded upon successful completion of the course. If possible, applications should be submitted before March 31.

More detailed information about the workshops and the other work of the National Committee for Education in Family Finance may be obtained from R. Wilfred Kelsey, Executive Secretary, National Committee for Education in Family Finance, 488 Madison Avenue, New York 22, N. Y.

Elementary Bibliography Now Available From SDPI

A list of suggested professional readings for those interested in elementary education has just been prepared by the State Department of Public Instruction at the request of principals, supervisors, and teachers.

This eight-page listing includes books of general interest in the areas of mental hygiene, teaching materials, developmental psychology, parent-teacher conferences, reporting progress, child guidance, and curriculum improvement. Items in subject matter areas are also given—in arithmetic, art, use of library, music, physical education, reading, science, social studies, special education, and writing.

The list also includes the titles of all handbooks pertaining to any phase of elementary education which have been published by the State Department. These handbooks, it should be stressed, also include many bibliographical suggestions not included in the general mimeographed list.

Anyone interested in this recently developed bibliography pertaining to elementary schools may have copies free of charge by writing to A. B. Combs, State Department of Public Instruction, Raleigh.

John Ivey Takes Trip on Eisenhower Fellowship

Dr. John E. Ivey, director of the Southern Regional Education Board, left March 28 for a six-month study trip abroad as one of the two American recipients of an Eisenhower Fellowship.

Dr. Ivey was granted leave for the trip by the SREB to study educational systems and methods in Europe and the Near and Far East.

The Eisenhower Fellowships are awarded each year to two citizens of the United States and ten foreigners. The Americans may travel to any part of the world they choose, while the awards to foreigners are made for travel in America.

Dr. Ivey is the first Southerner to receive one of these awards.

No stipulations as to formal studies are made by the donors, who seek to provide individuals in this country with the opportunity for "firsthand observation of developments in their fields" in foreign countries.

The Fellowships were founded in honor of President Dwight Eisenhower as a birthday gift, but the sponsors emphasize that they are non-political and have no connection with any educational institution.

Ivey stated that he will spend about a month in Europe, mainly in France, England, and Italy. About a week is planned in Cairo, about ten days in Tel Aviv and Israel, and two weeks in Pakistan.

From there, he will fly on to India with Delhi and Calcutta as his major stopping points. Other points on Ivey's itinerary include Rangoon and Singapore, Manila and Tokyo, and finally the Hawaiian Islands.

As the Fellowships provide transportation for the recipient and his wife, Mrs. Ivey will accompany her husband on the tour.

Bibliography on Aviation Available To Teachers

Elementary teachers will be pleased to learn that *Aviation Education Bibliography*, a 27-page bulletin, published by the National Aviation Education Council, 1025 Connecticut Avenue, N.W., Washington 6, D. C., is now available to any teacher or school official who requests it on school stationery. Quantity orders will be filled at twenty-five cents each.

The bibliography, which is in five sections, deals with the following areas: Section I includes over 200 titles of

Calendar of Professional Meetings, Conferences, Workshops, Institutes

May 11-12	—N. C. Industrial Arts Association Project Fair, Greensboro.
May 12	—Annual Meeting N. C. High School Athletic Association, Chapel Hill.
June 4-8	—The 1956 Agricultural Teachers Conference, N. C. State College, Raleigh.
June 4-9	—Southern States Work Conference, Daytona Beach, Fla.
June 10-24	—Sixth N. C. High School Radio-TV Institute, Chapel Hill.
June 11-12	—Kindergarten Institute, Woman's College, Greensboro.
June 17-19	—NCEA Leadership Conference, Blue Ridge.
June 17-20	—School Week, University of North Carolina, Chapel Hill.
June 26-27	—Third Annual School Law Conference, Duke University, Durham.
June 26-28	—American Home Economics Association, Washington, D. C.
July 2-6	—National Convention Future Homemakers of America, Conrad Hilton Hotel, Chicago.
August 6-10	—Annual Workshop Kindergarten Teachers, ECC, Greenville.
August 14-17	—N. C. Superintendents Conference, Mars Hill, N. C.

books containing aviation material listed according to subject headings and grade levels. Section II includes a graded list of texts and readers for grades one through six. Section III lists film strips on aviation which may be borrowed, purchased, or retained permanently; and Section IV lists pertinent phonograph records. Free materials and sources are found in Section V.

Section I, for example, has such sub-heads as the following: aircraft carriers, airmail service, airplanes (models, poetry, stories), airports, aviation, biography, fiction, jets and rockets, science, social studies, teacher, transportation, and others. Author, title, publisher, date, and grade level are given for each entry.

This bibliography was prepared by Mrs. Kathryn S. Howie, librarian of the Greenville Elementary School, Alexis I. duPont Special School District, Wilmington, Delaware; it is being presented to the public by Evan Evans, executive director of the National Aviation Education Council. It is the intention of the Council that this bibliography shall be revised, annotated, and re-issued at least once each year.

Here is a comprehensive and useful bulletin for elementary teachers and supervisors. No school should be without this helpful bibliography.

New Exhibits Policy Announced by AEC

Chairman Lewis L. Strauss of the Atomic Energy Commission announced recently that the Commission has adopted a policy of booking its traveling exhibits on peacetime applications of atomic energy to qualified exhibitors free of transportation costs and rental charges. All other expenses relative to showings will continue to be borne by the exhibitors.

A qualified exhibitor is defined as "one who, in the judgment of the AEC, would show the exhibit for the purpose of informing the public and not for any commercial exploitation, and who would make no charge to the public for the showing."

Details regarding AEC exhibit materials currently available, as well as information on those being planned, may be obtained from the American Museum of Atomic Energy, Oak Ridge, Tennessee. The Oak Ridge Institute of Nuclear Studies, which operates the Museum, is contract operator of the traveling exhibits program for the AEC. It is expected that the new exhibits will be completed and available for showings starting about June 15, 1956. Requests for bookings will be accepted by the Museum on and after April 1, 1956.

Report on Education Presented to President

A 50,000-word report summarizing the needs of the Nation's school system was presented to President Eisenhower on April 6 by the President's Committee for the White House Conference on Education.

The report contained 79 specific recommendations for school improvements in six areas of elementary and secondary education. It was presented as the final act of a 34-member Committee named by the President to organize the "most thorough, wide-spread and concerted study the American people have ever made of their educational system."

As a result of the 16-month-long program, more than 3,600 community conferences were held on school needs last year, in addition to statewide conferences called by the Governors of 53 States and Territories. More than 500,000 persons took part in the meetings, where citizens and educators came together to discuss their school requirements and resources available to meet them.

The Conference program culminated last November 28, when nearly 2,000 persons from all States and Territories met in Washington for the Nation's first White House Conference on Education.

The report was presented to the President at the White House by Neil McElroy of Cincinnati, Ohio, chairman of the Committee. Most of the thirty-four Committee members also took part in the ceremonies.

The report contains a 39,000-word statement on the Committee's findings, made on the basis of its own studies into six topics discussed at the White House Conference, results of the Conference itself, and results of reports of the 53 State and Territorial Conferences. The remaining portions of the document contain the Report of the White House Conference, as compiled by Conference participants, and a summary of the State and Territorial Conferences.

The report carried an over-all statement on all of the six topics, then took up in detail each of the six, ending each section with a series of recommendations aimed at improvement of schools at the local, State and Federal levels. The six topics were:

1. What should our schools accomplish?
2. In what ways can we organize our school systems more efficiently and economically?
3. What are our school building needs?

Schools

Schools are the chief instruments that we use consciously to transform personal freedom into liberty and to save it from corrupting license. They are the chief supports of a democratic system of life organized to give liberty and happiness a wider spread. They are the developers of initiative and appreciation, the makers of modesty and confidence in men. Their services are sanctified by a hundred historic civil guarantees and a thousand urges to a better life. We believe in them, because we aspire to that kind of civilization which cannot exist without their supporting strength.

—Henry Suzzallo.

Foreign Summer Schools Open to U. S. Students

Foreign summer schools open to U. S. students are listed in *Summer Study Abroad 1956*, pamphlet published recently by the Institute of International Education, 1 East 67th Street, New York City.

The 24-page leaflet lists 180 summer courses at educational institutions in 22 countries. It tells where to apply and gives helpful information on language requirements, admissions procedures, credits, living arrangements and costs, transportation, passports and visas, and scholarships. Early application should be made for the few awards available.

Copies of *Summer Study* may be obtained free from the Information Division of the Institute of International Education in New York or from its regional offices in Chicago, Denver, Houston, Los Angeles, San Francisco and Washington. The Institute has information on other summer programs and offers general counseling services on study abroad.

4. How can we get enough good teachers—and keep them?
5. How can we finance our schools—build and operate them?
6. How can we obtain a continuing public interest in education?

The report is available to the public from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at a cost of 40 cents.

West Virginia Joins SREB

West Virginia has become the 16th state in the Southern Regional Education Compact by action of its legislature in February.

One-third of the states are now members of the Compact, which was created by legislative action in 1949 and which established the Southern Regional Education Board. North Carolina became a member that year.

"The SREB has accomplished much in the seven years of its existence," West Virginia's Governor William C. Marland stated in signing the bill. "We are proud to become a part of this vital force in higher education in the South."

In Tallahassee, Florida, Governor LeRoy Collins, chairman of the SREB, said that the entry of West Virginia into the Compact was a "significant event" in the history of regional education.

At its 1955 meeting, the Board took action to approve the participation of West Virginia and Delaware in the Compact programs effective July 1, 1956. Delaware ratified the Compact in 1955 and ten of the original 14 states have approved admission of both West Virginia and Delaware.

Full membership of the two states will depend on the final approval of the other fourteen states.

Student Teaching To Be Studied

Student teaching procedures in the teacher-education institutions of the State are to be studied by the North Carolina College Conference by its Committee on Cooperative Research.

Dr. Elmer R. Browning, director of the department of business education at East Carolina College, has been named chairman of the committee. Other committee members include Dr. Merib Mossman, dean of instruction at the Woman's College of the University of North Carolina, Greensboro, and Dr. Harold E. Conrad, dean of High Point College.

The study will extend over a period of time, Dr. Browning states. A preliminary report will be made to the College Conference at its annual meeting to be held in November, 1956.

The committee has a two-fold purpose, he explains. It will include in its work an examination of current practices in student teaching programs throughout the State. It will also make recommendations for the improvement and the standardization of student teaching procedures.

ECC Announces West Coast Study Tour

A travel-study tour to the West Coast extending from July 11 to August 14 is now being arranged at East Carolina College as a special attraction of the educational program to be offered during the summer session of 1956. Dr. Ed J. Carter of the college Bureau of Field Services has announced.

The itinerary covering sixteen states will include visits to Atlanta, Ga.; Dallas and El Paso, Texas; Juarez, Mexico; Los Angeles, Hollywood, and San Francisco, Calif.; Salt Lake City, Utah; St. Louis, Mo.; and other cities along the route of approximately 8,000 miles.

Sightseeing tours will take the college group to such places of interest as the Vicksburg Civil War battlefield, the Carlsbad Caverns, the Grand Canyon, the Apache National Forest, San Francisco's Chinese settlement, the Hoover Dam, Pike's Peak, and the Garden of the Gods.

Plans for the tour are being worked out by Dr. Carter in cooperation with Trailways Tours. Travel will be by air-conditioned bus, and stops along the way will be at carefully selected hotels and motels.

The program, educational in purpose, is arranged on an "eat your cake, and

have it too" basis, Dr. Carter states. The student successfully completing work on the tour will receive nine quarter hours of senior-graduate credit, which may be used toward raising or renewing a teaching certificate or toward the masters degree. Adults may also enroll on a non-credit basis as auditors. Dr. Carter will be instructor and tour director.

Major benefits to students, Dr. Carter explains, will come from visits to cultural, historical, industrial, and commercial centers.

The program will begin with an orientation period at East Carolina College. Four days, July 11-15, will be devoted to pre-trip conferences, lectures, and discussions. The thirty-day escorted tour through Southeastern states to the Pacific Coast, up the Pacific Coast, and back by way of the Midwest will close at East Carolina College August 14.

Those who wish to enroll for the tour are asked to make reservations early as the number of students must be limited. Inquiries should be addressed to Dr. Carter. The reservation fee of \$25 should be sent to the Business Office at East Carolina College, Greenville, N. C.

Warren Named Tar Heel of the Week

Charles H. Warren, Director of the Division of Vocational Rehabilitation, State Department of Public Instruction, was named "Tar Heel of the Week" in the Raleigh *News and Observer's* Sunday feature by that title in its March 25 edition.

The article featuring Warren was written by Herbert O'Keef. It gives his entire history, including boyhood, high school and college, war service, and his work in the field of rehabilitation. Warren, the article points out, is now president of the National Rehabilitation Association.

Warren grew up in his native town of Lenoir, where he got his elementary and high school education and where during vacation he worked in the veneer plant and furniture factory. Following completion of the 10th grade, Warren entered State College, Raleigh, in 1915. Finding he was unprepared, he remained only one semester. He therefore returned to Lenoir for work, this time in a general store.

When World War I started, Warren enlisted in the Army, where he served for more than two years. Following his discharge in 1919, he again returned to

State College from which institution he graduated with the B. S. degree in 1923.

Upon graduation, Warren's first position was Superintendent of the Odd Fellows Home in Goldsboro. On January 1, 1930, he became Assistant Supervisor of Vocational Rehabilitation. He has been State Director, except for four years with the Army during World War II, since May 1936.

Warren's present work, the article points out, keeps him on the run. This work, he feels, is a form of adult education. "During the years he has been in this work, Warren has criss-crossed North Carolina telling the story of rehabilitation, and trying to help less fortunate people help themselves. It has been an easy job for him, for he has always liked people, has always felt that he never would meet a stranger."

"I take my hat off to thousands of handicapped Tar Heels who have made good, in spite of tremendous handicaps," Warren says.

"The division is now working with 8,000 handicapped persons in North Carolina, and last year closed out cases of 2,600 people, who are now working and making their own ways."

Study Unit on US of Europe Available to N. C. Teachers

A special study unit of the United States of Europe, designed for use in this country by secondary schools, colleges, and civic groups, has just been prepared by the High Authority of the European Community for Coal and Steel.

This study unit has been prepared in collaboration with nationally recognized educational authorities; and it is felt that this unit is unique in subject matter and useful as a teaching aid.

The complete teaching kit, *Building A United States of Europe*, may be obtained by writing to the Information Service, European Community for Coal and Steel, 220 Southern Building, Washington 5, D. C. Review copies of the unit are available for those interested.

This study unit may have particular interest for many North Carolina teachers because of its timeliness in current international affairs and its flexibility as a teaching and study aid. For social studies teachers who are interested in controversial topics in the classroom, this study unit may provide stimulation for excellent work among pupils.

Board Adopts Reading Texts for Grades Four, Five, Six

New reading textbooks for use in grades four, five and six of the public schools were adopted at a meeting of the State Board of Education held April 5.

Texts adopted will be supplied by Scott, Foresman and Company, Chicago. Following the plan inaugurated for the lower grades, two level books were adopted for each grade. Titles and prices are as follows:

Grade 4-1—The New Times and Places	\$1.69
Grade 4-2—More Times and Places	1.69
Grade 5-1—The New Days and Deeds	1.79
Grade 5-2—More Days and Deeds	1.79
Grade 6-1—The New People and Progress	1.79
Grade 6-2—More People and Progress	1.79

These books will be gradually introduced into the schools beginning next year. They replace a single series with a similar title published by the same company.

"Get Tough" Approach to Delinquency Held Harmful by New York Judge

The "get tough" approach to juvenile delinquency not only is not new but has failed throughout the years declares Justine Wise Polier, Justice of the Domestic Relations Court in New York City, in the provocative pamphlet **BACK TO WHAT WOODSHED?** published by Public Affairs Committee.

"Punishment has had its day, its year, its centuries of trial," Judge Polier asserts. "It doesn't work . . . Punishing parents is equally ineffective. In fact, the effect of punishment is even worse," Judge Polier adds. "It brutalizes not only the punished but the punisher."

"Far from making our children feel . . . that they belong to the community, tongue-lashings, public ridicule, nightsticks, official paddings serve to increase their resentment, their sense of being outcasts," Judge Polier continues.

Specific cases are cited to show how punishment "distorted the court's function from that of helping solve the problems of troubled, inadequate parents and disturbed, neglected children to that of a criminal court. The court's attention was riveted on punishment. It became the substitute for every other function."

The recent rise in juvenile delinquency is held to be no indication that "modern, scientific methods of coping with the problem have failed."

"Far from it," declares Judge Polier. "While we have children's courts in each of the forty-eight states, they have in many cases become mausoleums erected in memory of the noble idea of treating and rehabilitating children . . . Interest in the choice of judges, in adequate trained personnel, in the court as a living institution has steadily declined. Too often the fact that a children's court exists has been used to lull our sense of moral responsibility for children in trouble."

"Though one would think that periodic alarms about juvenile delinquency would result in strong support for more court facilities and personnel," she writes, "just the opposite seems to happen . . . More than half the counties in the United States have never provided probation services to their juvenile courts. Of those which have, few obtained personnel fully qualified to study the difficult and subtle problems of maladjusted children and in adequate homes. Over the country, only one probation officer in ten has completed social work training."

"Just from a dollars-and-cents standpoint, this makes no sense," the Judge

points out. We spend roughly a hundred and ten million dollars a year to handle our delinquents. That's about \$300 a child. Crime is estimated to cost America *fifteen billion*.

"We keep plodding along the familiar road of 'too little, too late'. We starve our juvenile courts for funds, trained staff, skilled and patient judges. We deny our troubled children the treatment they desperately need. And then we blame the rise in delinquency on 'coddling' . . . and demand punishment for 'young thugs.'"

"Looking for whom to blame is a waste of time," the Judge wisely concludes. Let's look for the causes of failure; not the guilt of those who fail."

Copies of the pamphlet by Judge Polier may be purchased at 25c each from Public Affairs Committee, 22 E. 38th St., New York City.

What Makes A Professional Worker?

Earmarks of a professional worker are often discussed by members of all professions. The following earmarks were compiled by G. B. Leighbody, supervisor of industrial teacher training at the University of the State of New York; and appeared in *The British Columbia Teacher* for September-October, 1955.

What makes a professional worker professional?

- The professional worker does not require close supervision or direction.
- The professional worker does not regard himself as an employee.
- The professional worker does not work by the hour.
- The professional worker does not expect to be paid by the hour.
- The professional worker takes full responsibility for the result of his efforts and actions.
- The professional worker continually seeks self-improvement.
- The professional worker contributes to the skill and knowledge of the profession.
- The professional worker respects the confidence of others.
- The professional worker is loyal to his fellow workers.
- The professional worker avoids rumor and hearsay.
- The professional worker adjusts his grievances through proper channels.
- The professional worker meets his professional obligations.

Article by Dennis Featured in National Magazines

"Should Your Child Be a Home Economist?," by Catherine T. Dennis of the State Department of Public Instruction appeared in the February 17 issue of *Colliers*, in the February 13 issue of the *Saturday Evening Post*, and the March issue of the *Ladies' Home Journal*. This two-page, illustrated article is the eighteenth in a continuing series on career opportunities for young men and women, sponsored by the New York Life Insurance Company.

Similar articles have been prepared on newspapering, law, medicine, accounting, teaching, architecture, aeronautical engineering, electronic engineering, public service, farming, chemistry, selling, starting a business of your own, pharmacy, dentistry, and banking.

Miss Dennis is president of the American Home Economics Association and State Supervisor of Home Economics for the North Carolina State Department of Public Instruction.

This article discusses home economics as the art and science of homemaking; and emphasizes the well-rounded training required in this area and the wide variety of positions open to young women and even men who enter this field of concentration.

"None of a home economist's training is wasted," declares Miss Dennis; "it is of constant use, no matter what life may bring."

Cost of training and financial rewards are briefly discussed by Miss Dennis. The article concludes with requirements, phrased in question form, necessary for success in this field: *Is she cooperative? Does she make friends easily and keep them? Has she an inquiring mind? Does she have satisfactory grades in all her studies? Is she creative and resourceful? Is she tolerant? Is she reliable? Has she high standards of truth, loyalty, and personal dignity?*

- The professional worker is sensitive to the problems of his fellow workers.
- The professional worker does not advance himself at the expense of others.
- The professional worker is proud of his profession.
- The professional worker's chief desire is to render a service.

The Attorney General Rules . . .

Bond Election; Respective Functions of Board of Education and County Commissioners

In reply to inquiry: In your letter of February 23rd you seek the views of this office as to whether, under the New School Law (Chapter 1372, Session Laws of 1955), it is discretionary with or mandatory upon the Board of County Commissioners to call a bond election for school purposes when duly requested to do so by the County Board of Education. You call particular attention to Subchapter V, Article 14, Chapter 115 of the General Statutes, as now codified in the 1955 Cumulative Supplement to Volume 3A.

Prior to the rewriting of Chapter 115 by the 1955 General Assembly, our Supreme Court held in a number of cases that the Board of Commissioners of the County and not the Board of Education is charged with the duty to determine what expenditures shall be made for the erection, repair and equipment of school buildings in the County. See *JOHNSON v. MARROW*, 228 N. C. 58; *ATKINS v. McADEN*, 229 N. C. 752; and *REEVES v. BOARD OF EDUCATION*, 204 N. C. 74. These decisions construe primarily G. S. 115-83 as it was worded prior to 1955 and Article IX, Section 3 of the State Constitution.

On the other hand in the case of *BOARD OF EDUCATION OF YANCEY COUNTY v. BOARD OF COMMISSIONERS*, 159 N. C. 650, our Supreme Court held that under the provisions of G. S. 115-187 and G. S. 115-191, as those sections were worded prior to 1955, it was discretionary with the Board of Education as to whether it would petition the Board of Commissioners for a special school tax election; but that it was mandatory upon the Board of Commissioners to call the election when petitioned to do so by the Board of Education, pursuant to statute.

The sections now codified as G. S. 115-120 and G. S. 115-121 now contain the provisions of the section formerly codified as G. S. 115-187. Prior to 1955 there was no reference in Chapter 115 of the General Statutes to the machinery for calling a school bond election. Such an election was called and conducted under the provisions of the County Finance Act (Article 9, Chapter 153 of the General Statutes). G. S. 153-93 and succeeding sections spell out the pro-

cedure in considerable detail. Our Supreme Court evidently had this in mind in reaching its decision in *JOHNSON v. MARROW*; *ATKINS v. McADEN*; and *REEVES v. BOARD OF EDUCATION*, *supra*.

However, under the 1955 school law one of the purposes enumerated in G. S. 115-116 for which school elections may be called is "to vote school bonds". Since the section now codified as G. S. 115-121 contains the very provision construed by the Supreme Court in the case of *BOARD OF EDUCATION OF YANCEY v. COMMISSIONERS*, *supra*, the question posed by you in your letter becomes a very serious one. As I see it, the question is whether the legislative intent in placing the provision for voting school bonds (G. S. 115-116 (6)) in the same article as the provisions for calling various other types of school elections has the effect of overruling such decisions of our Supreme Court as *JOHNSON v. MARROW* and *ATKINS v. McADEN*, *supra*.

G. S. 115-78 provides for a budget covering (a) current expense, (b) capital outlay, (c) debt service. The capital outlay budget includes funds for the purchase of sites, the erection of school buildings, improvement of new school grounds, alterations and additions to buildings, the purchase of furniture, equipment, trucks, automobiles, school buses, and other necessary items for the better operation and administration of public schools. G. S. 115-129, which you will easily recognize as the section formerly codified as G. S. 115-83 and slightly changed by the 1955 General Assembly, directs the boards of education of the several administrative school units of the State to make provision for adequate school buildings, equipped with suitable school furniture. It further provides:

"The needs and cost of such buildings, equipment and apparatus shall be presented each year when the school budget is submitted to the respective tax levying authorities. The board of commissioners shall be given a reasonable time to provide the funds which they, upon investigation, shall find to be necessary for providing their respective units with buildings, suitably equipped, and it shall be the duty of the several boards of county commissioners to provide funds for the same."

G. S. 115-87 provides for settling the amount of the budget, including the capital outlay in the event of a disagreement between the Board of Education and the tax levying authorities. G. S.

115-118 provides for filing with the Board of County Commissioners of a petition for a school election. The first sentence simply provides that county and city boards of education may petition the Board of County Commissioners for an election in their respective administrative units or for any school area or areas therein. The remainder of the section provides who may petition the Board of Education for the various types of school elections. However, you will note that a bond election does not seem to be specifically included in the language of that section. G. S. 115-119 stipulates the necessary information a petition for school purposes must contain. G. S. 115-120 requires the Board of Education, to whom the petition is addressed, to receive the petition and give it due consideration. If in its discretion the Board of Education approves the petition, the same is then presented to the Board of County Commissioners. G. S. 115-121 provides that when a petition requesting a special school election and bearing the approval of the Board of Education shall be presented to the Board of County Commissioners it shall be the duty of the said Board of Commissioners to call the election and fix the date for the same.

The logic of the various statutes and decisions above referred to seem to be:

The Board of Education files its budget with the Board of County Commissioners. If that Board disapproves the requested capital outlay for building, a joint meeting of the two boards is held. If the two boards are unable to agree on the capital outlay budget, the clerk of the Court is called upon to decide the matter, (G. S. 115-87 et. seq.). When the decision has been rendered as to the required capital outlay budget, any voter may then file a petition with the Board of Education requesting it to call on the Board of County Commissioners to call an election to provide the necessary funds. The Board of Education will then consider the petition and if it approves the same, file it with the Board of County Commissioners. It would then be the duty of the Board of County Commissioners to call and conduct an election authorizing the issuance of bonds to provide the funds for the capital outlay budget as determined by the Board of Education and the Board of County Commissioners in joint session, or upon their failure to agree, as fixed by the clerk of the Court pursuant to G. S. 115-87. This seems to me to harmonize the various statutory provisions on the subject

(Continued on page sixteen)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, May, 1951)

C. Reid Ross, Superintendent of Harnett County Schools for the past 14 years, has tendered his resignation to become head of the Fayetteville City Administrative Unit, effective July 1.

Arnold E. Hoffman, State Supervisor of Music, was guest speaker at a county-wide meeting of the Duplin County Unit of the North Carolina Education Association held last week in Rose Hill School.

John C. Noe, Advisor in Safety Education for the North Carolina State Department of Public Instruction, will visit the city (Salisbury) schools Monday in the interest of promoting safety practices in the school areas and in the community.

10 Years Ago

(N. C. Public School Bulletin, May, 1946)

Charles E. Spencer, Advisor, Health and Physical Education, North Carolina State Department of Public Instruction, was elected president-elect of the Society of State Directors of Health and Physical Education at its annual convention held in St. Louis, Mo., April 6-9, 1946.

Charles W. Phillips of Woman's College, vice-president of the North Carolina Education Association, was elected president of that organization for 1946-47 without opposition at its annual meeting held at Asheville March 29-30.

Mrs. Mary Peacock Douglas, State School Library Advisor, State Department of Public Instruction, has written the section on school libraries for inclusion in a late 1946 printing of the Encyclopedia Americana.

15 Years Ago

(N. C. Public School Bulletin, May, 1941)

In a recent survey conducted by Cordelia Camp, Dr. C. D. Killian, and Dean W. E. Bird, Western Carolina Teachers College, it was revealed that the greatest demand for teachers in North Carolina is in the business education and manual arts fields.

Winston-Salem will have a 12-year school term effective next year, it was recently announced by John W. Moore, Superintendent of public schools.

NCEA Committee Makes Recommendations

Recommendations concerning the improvement of teaching services in the public schools were made recently by the Professional Services Committee of the North Carolina Education Association to the State Department of Public Instruction, the NCEA Board of Directors, and to the NCEA Delegate Assembly.

Announcement of the recommendations was made by Mrs. Ethel Perkins Edwards, Executive Secretary of the North Carolina Education Association. The recommendations were formulated by the Committee following attendance at the Regional Conference on Teacher Education and Professional Standards held in Atlanta. They are as follows:

1. That in view of the alarming teaching shortage every effort to lower certification standards for teachers be resisted.

2. That the legislative program of the NCEA be endorsed and promoted. This program calls for increased salaries which will attract and hold qualified teachers; an extended term of employment of two weeks, with additional pay for the extended term based on the increased salary scale; and clerical assistance for schools.

3. That continued emphasis be placed on the selective recruitment of future teachers by FTA Clubs and Chapters; that this emphasis be supplemented by action in grades lower than high school; and teachers and school administrators be more sensitive to their responsibilities in the selective recruitment of prospective teachers.

4. That further efforts be made in strengthening teacher education programs of colleges and universities and that colleges and universities, in cooperation with local communities, make this service available wherever needed.

5. That attention be given to the problems in the area of substitute teaching.

THE ATTORNEY GENERAL RULES

(Continued from page fifteen)

and to conform with the opinions of our Supreme Court in JOHNSON v. MARROW; ATKINS v. McADEN and BOARD OF EDUCATION OF YANCEY COUNTY v. BOARD OF COMMISSIONERS, *supra*.

—Attorney General, March 5, 1956.

MAKING TODAY'S NEWS

Camden. A survey committee from the State Department of Public Instruction spent Wednesday making a thorough study of the school building situation in Camden County. ELIZABETH CITY *Advance*, March 9.

Durham. The County Board of Education yesterday afternoon went on record in favor of requesting the next session of the State Legislature to change the law to require approval of both City and County Boards of Education before an election can be called to transfer schools from the county into the city system. DURHAM *Sun*, March 6.

Gaston. Three acres on the Dallas-Cherryville highway will be sold to the Gaston County Center for the Handicapped for location of a school building there. GASTONIA *Gazette*, March 5.

Davidson. Making an impressive showing before the County Board of Education this morning was the United Steering Committee representing Davis-Townsend, Silver Valley, Linwood, Southmont, and Junior Home schools, including 50 or more citizens, who urged that a centrally located high school be erected to serve the high school pupils of all areas. LEXINGTON *Dispatch*, March 5.

Gulford. A new 41-passenger activity bus has been delivered to Gibsonville High School for use in transporting students to and from athletic contests and educational excursions. BURLINGTON *News*, March 5.

Albemarle. Dr. Charles F. Carroll, State Department of Public Instruction, will be the principal speaker at the dedication ceremonies planned for the new Kingville High School buildings planned here. SALISBURY *Post*, March 17th.

Onslow. It appeared likely today the Onslow County Board of Education will ask for funds in next year's school budget to supplement salaries of all State-allotted teachers. JACKSONVILLE *News*, March 7.

Charlotte. The offer of the Charlotte Junior League to contribute \$30,000 to the reading clinic of the city schools was accepted today by the city school board "with deep appreciation". CHARLOTTE *News*, March 7.

Nash. A survey to determine whether school lunchroom employees in the county want Social Security coverage will be made soon by L. S. Inscocoe, county superintendent of schools. NASHVILLE *Graphic*, March 15.

NORTH
CAROLINA

PUBLIC

BULLETIN

September, 1956

RALEIGH, NORTH CAROLINA

Vol. XX1, No. 1

Board Adopts State Budget for 1956-57

\$125,500,942 to Come From Nine Months School Fund. \$3,127,834 to Come From Vocational Education Funds.

State funds in the total amount of \$128,628,776 were approved for operation of the public schools during 1956-57 by the State Board of Education at a meeting held July 5.

Major part of the total budget adopted, \$125,500,942, is to come from the Nine Months School Fund and will be allotted to the 174 local administrative units for operation of the public schools other than vocational education. The remainder, \$3,127,834, will be used as the State's part in support of a program of vocational education, including agriculture, home economics, trades and industries, teacher training, distributive education, school lunch program, and veterans education (See separate article).

Additional State funds for the purchase of free textbooks will bring this total to more than \$130 million dollars in State funds for the current year.

Federal and local funds of about \$30 million will be available to supplement State funds and thus provide a grand total of approximately \$160 million budget for operating the public schools this year.

A break-down on the State Nine Months Fund budget for 1956-57 as adopted showing comparisons with the preceding year is as follows:

	1955-56	1956-57
General Control	\$ 2,203,587	\$ 2,195,483
Instructional Service	105,845,608	109,488,894
Operation of Plant	6,736,746	6,982,180
Fixed Charges	97,713	103,500
Auxiliary Agencies	6,332,454	6,721,300
Surety bond premium	2,611	3,500
Printing	5,219	6,500
	\$121,223,938	\$125,500,942

Social Security Increases Teacher Retirements

Sharp increase in the number of retirements among teachers and other State employees resulted from the extension of Social Security benefits to such employees, it was stated recently by Nathan Yelton.

Yelton, who is executive secretary of the State's retirement system, administers both social security and retirement. He said that more than twice as many teachers and other employees retired in July, at the end of the fiscal year, than was customary. School teachers accounted for about 700 of the 1000 who retired this year, whereas usually about 400 teachers retired each year.

Survey Shows What Happens to High School Agriculture Students

Students who studied vocational agriculture in the public high schools of the State during the years 1950-51 to 1954-55 do not all go to college even when they have graduated from high school.

A recent study of 35,312 students shows that 13,995 or 40 per cent of the number dropped out of school before graduating. Of the remaining 60 per cent who graduated, the study shows, only 14 per cent (3,040) went to college, half of the number to agricultural colleges. The study further shows that 5,203, or 24 per cent, of those who

Cafeteria Regulations Should Govern Sale Of Foods and Beverages

"That the sale of foodstuffs and beverages in the public schools should be in connection with approved cafeteria regulations and operated on a non-commercial basis."

This was the action taken by the State Board of Education on July 5 following an application to the Board for exclusive rights to install vending machines in the public schools of the State.

The question had been presented to the Attorney General and came before the Board on the basis of the Attorney General's statement that under G. S. 115-11 the State Board of Education is given the power to fix the general policy to be followed by the public schools of the State.

graduated went into farming and 2,278, or 11 per cent, went into occupations related to farming. Of those who graduated from high school, it appears that about 42 per cent actually went into farming and related activities, or contemplate entering such occupations by entering an agricultural college. The percentage entering these agricultural occupations when all students in the survey are considered is only a little smaller.

The following table gives these facts in tabular form:

STUDY CONCERNING 35,312 STUDENTS WHO STUDIED VOCATIONAL AGRICULTURE IN HIGH SCHOOL, 1950-51 TO 1954-55

	Students in Survey		Total Dropouts		Students Graduated	
	No.	%	No.	%	No.	%
Armed Service	8,877	25	3,850	28	5,027	24
Farming	9,189	26	3,986	28	5,203	24
Related Occupations	3,851	11	1,573	11	2,278	11
Other Occupations	10,133	29	4,364	31	5,769	27
College	3,262	9	222	2	3,040	14
Total	35,312	100	13,995	100	21,317	100

* Half entered agricultural college.

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Superintendent Carroll Says...

As schools reopen in North Carolina, I want to assure you of our best wishes for a successful school year and, at the same time, offer you the services of our staff in rendering whatever assistance is possible in helping you operate good schools. It is our mutual desire that all children have the best education attainable; and, in the realization of that objective, we as a Department stand ready to counsel with you at all times.

As we ponder the opportunities afforded in a new year, I want to share with you some considerations which seem basic to good schools.

1. People must genuinely want good schools before they ever move to acquire them, and people rightfully expect their administrators to assume the leadership in this quest. A mediocre school can be imported but a good school is largely a home-grown product.

2. A school succeeds in proportion to its resources and resourcefulness. To illustrate, a school without well-defined purposes and objectives, adequate funds, competent personnel, interested parents, and willing pupils need not expect to compete favorably with a school having these essential elements.

3. Effective instruction, emphasizing scholarship, is of primary importance; good buildings, valuable and essential though they may be, are of secondary importance to the instruction that goes within them. The vast majority of boys and girls do not expect a "royal road to learning" and do not innately want the easy way out. They know that achievement and proficiency are the fruits of hard work.

4. In planning the program of instruction, major values should be given priority and mastery of these must be achieved before there can be any justification for spreading into the quantitative. After all, there are limitations upon what even a good school can accomplish in the areas of basic importance during a full six-hour day.

These four thoughts, which are commonly accepted, may well constitute a philosophy of belief and action upon which we can plan good schools for the year at hand and the years ahead.

Those who would substitute the enforced submission to authoritarian indoctrination for the education of our children for citizenship in a Democracy must be opposed by us as parents, as teachers, and as citizens, with such courage that we cannot fail to succeed.—Justine Wise Polier, Judge, Domestic Relations Court, New York.

Without popular education no government which rests on popular action can long endure: the people must be schooled on the knowledge and in the virtues upon which the maintenance and success of free institutions depend. —Woodrow Wilson.

If civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples of all kinds to live at peace.—Franklin D. Roosevelt.

Whom, Then, Do I Call Educated?

First, those who manage well the circumstances which they encounter day by day and who possess a judgment which is accurate in meeting occasions as they arise, and rarely miss the expedient course of action. Next, those who are decent and honorable in their intercourse with all men, bearing easily and good naturedly what is unpleasant and offensive in others, and being themselves as agreeable and reasonable to their associates as is humanly possible to be; furthermore, those who hold their pleasures always under control, and are not unduly overcome by their misfortunes, bearing up under them bravely and in a manner worthy of our common nature. Finally, and most important of all, those who are not spoiled by their successes, and do not desert their true selves, but hold their ground steadfastly as wise and sober men, rejoicing no more in the good things which have come to them through chance, than in those which through their own nature and intelligence are theirs since birth. Those who have a character which is in accord not with one of these things but with all of them, these I maintain are educated and whole men, possessed of all the virtues of a man.—Socrates

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction
EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Vol. XXI, No. 1

September, 1956

Educators must constantly remind themselves that the public schools belong to the people. Not only must the consent of the people be gained for the school program, but also an opportunity must be afforded them to take a vital part in making decisions that affect them and their children.—Dr. H. I. Willett, Superintendent, Richmond Public Schools, Richmond, Virginia.

A Critical National Problem

The United States of America in 1956 faces many critical problems. Among them is the need for men and women with knowledge and skill. We barely have enough trained and educated people NOW to make full use of the marvelous discoveries made almost every day in almost every field—electronics, production, construction, aviation, transportation, and so on. Unless we have full use of the Nation's manpower, developed to the maximum extent in regard to education and training, we cannot realize the brilliant future that is possible to all of us.

Now, what does this mean?

The Department of Labor in late 1954 interviewed 200 large firms in connection with a nationwide survey of industrial research and development. Approximately one-half of those companies reported that they were unable to hire enough research scientists and engineers to meet their needs; and one out of three indicated that they had SUBSTANTIAL shortages of such personnel. Each year we need to train 250,000 just to maintain our present skilled work force, without allowing for expansion. For every four qualified specialists needed by the Armed Forces, only three are currently available. In 1960, it is estimated that 210 atomic reactor operators will be at work; by 1980, 18,670.

That's the tempo of the times.

Is North Carolina in step?

Closing The Gap

Elsewhere in this issue are presented facts concerning public school property. One feature of the table of figures given is the average value of school property per pupil enrolled. Although these figures are calculated in terms of dollars and cents, it should be realized that appraised valuations vary from unit to unit as well as from year to year in accordance with varying costs and estimates of valuation. On the other hand, this index applied to the State, various groupings, and to county and city administrative units indicates to some extent the physical facilities provided in relation to pupils.

These figures show an upward trend—for the State as a whole the average was \$480.02 in 1954-55, latest year for which figures are available. Only five years previous this average was \$310.58. A \$170 gain has been made, therefore, during this short period—54.6 per cent increase. A division on the basis of race during this same period shows an increase of from \$370.54 to \$539.70, 45.7 per cent, in case of white pupils; and from \$170.91 to \$336.65 in case of Negroes, a 97.0 per cent increase.

Another aspect of the racial division, which indicates efforts to provide better school facilities for Negro children, may be observed by the ratio of average value per Negro child to that per white child expressed in percentages. Beginning in 1942-43, when this percentage was 29.1, there has been a gradual year by year increase, 33.4 in 1943-44; 35.8 in 1944-45; 36.3 in 1945-46; 36.8 in 1946-47; 37.2 in 1947-48; 38.1 in 1948-49; 40.5 in 1949-50; 46.1 in 1950-51; 51.8 in 1951-52; 57.8; in 1952-53; 61.5 in 1953-54; to 62.4 in 1954-55. In other words, this gap between facilities provided Negro and white children has been gradually narrowing, and if continued at this same rate will no doubt be closed at the end of another ten or twelve years.

Closing this gap would almost complete the equalization of facilities for the education of white and Negro children in this State.

Trouble With "Local"

There is much talk these days about getting from local sources the money needed to provide the necessary educational facilities and services.

Recently, the National Association of Manufacturers urged businessmen to spearhead a drive to help school systems "obtain locally funds they need to meet all legitimate requirements." This suggestion is made as opposed to Federal aid to education. Similar ideas have been advanced in this State by those opposed to any increase in State Funds for public education. Let the local school authorities provide the additional money needed, they all say.

The trouble with this sort of reasoning is that those advocating such a plan do not consider the financial ability of the various units of administration for providing school facilities and for operating the schools. On the Federal level, the states vary considerably in this respect. Federal aid, therefore, should be provided and distributed on some equalization basis. On the State level, the county and city units vary widely in taxable wealth. In some of these units this wealth is already taxed far above what is the case in units with greater taxable values. Of course, in some units the value of the taxable property is not assessed to the extent that it is in others. A study to ascertain the true ability of the units to support an adequate program of education seems to be in order before any decisive action is taken to place the additional burden of school support entirely on the local community or unit. Reliance in local units could result in a substandard education for many boys and and girls.

Edpress News Letter Summarizes What Happened This Summer

Major National Educational Events During June, July and August

1. After taking four roll call votes, the House of Representatives defeated the Kelley school construction bill by a vote of 224-194. Plans for drafting a new school aid bill for the 85th Congress, meeting in January, are already under way.

2. To stimulate thinking and planning for post-high school education, Congress approved an act to create State committees on education beyond the high school. These committees are to act as counterparts of the President's Committee on Education Beyond the High School. Regional and State conferences, to take up ways to improve and increase facilities of colleges, universities, community colleges, and other post-high school programs, will be launched during the next 12 months.

3. Congress approved the Library Services Bill, designed to bring books to rural and small communities. The measure has been under consideration for the past ten years. It carries an authorization for \$7,500,000 a year, but Congress gave only \$2,050,000 for the coming year, enough to get the plan under way.

4. Congress gave the public vocational schools two new assignments: training of practical nurses and preparation of personnel for the fishing industry. Vocational educators are pleased with the first assignment, are somewhat dubious what they can do about the second.

5. The U. S. Office of Education made plans to launch a large-scale cooperative research program with colleges and universities and to double its statistical and fact-gathering staffs. These moves were made possible by Congressional approval of a \$5,000,000 budget for 1957.

6. At his August 1 press conference President Eisenhower said he regretted Congress did not enact the school construction bill. (Throughout the summer proponents of the bill charged that the Chief Executive gave only luke-warm expressions of interest in the measure; they praised, however, the strong support shown by Secretary of Health, Education, and Welfare Folsom.)

7. Dr. Samuel Brownell, who came to Washington as U. S. Commissioner

of Education in 1953, resigned to accept the superintendency in Detroit, Mich. He assumes his new duties September 1. No strong candidate has yet appeared on the scene for the Federal commissionership of education.

8. Delegates to the National Education Association convention (Portland, July 1-7) agreed in principle to raising annual dues from \$5 to \$10. Official vote on the dues increase will be taken at the NEA convention in Philadelphia next summer.

9. Dr. Arnold Gesell and his associates published "Youth: The Years from Ten to Sixteen" (Harper, \$5.95). The volume has been hailed as one of the most important of 1956.

10. The vast, 12-year-old veterans educational program came to an end July 25 (for all but a very few World War II veterans). During its existence some 8,000,000 ex-servicemen had attended college, vocational schools, and received on-the-job and on-the-farm training.

11. The American Vocational Association carried forward its study on the area vocational school. The facts now being assembled will be utilized next year to stimulate interest in this new type institution. (In the closing days of Congress, Sen. Lister Hill introduced a bill, "for purposes of study and discussion," seeking the support of Congress for the area vocational program which can serve many communities.)

12. The NEA Research Division released an important study entitled Teacher Opinion on Pupil Behavior. The monograph examines the ever-present problem of school discipline.

13. The Council for Basic Education came into being, financed by a foundation grant (name of foundation kept secret.) Prime mover behind the new organization was Arthur Bestor, author of "Educational Wastelands," who believes the schools have been neglecting the fundamental disciplines.

14. Fred M. Hechinger resigned as education editor of the N. Y. *Herald Tribune*. His post was taken by Sloan Wilson, author of the *Man in the Gray Flannel Suit*.

15. Dr. Milton S. Eisenhower, brother of the President, accepted the presidency of Johns Hopkins University. He will assume his duties this fall.

Catherine Dennis Receives Honorary Degree from WC

Catherine T. Dennis supervisor of home economics in the State Department of Public Instruction, was awarded an honorary, LL.D by the Woman's College of the University of North Carolina in June, 1956 for her distinguished service in the area of home economics and family living, not only in North Carolina but throughout the nation.

Dr. Dennis is ex-president of the American Home Economics Association and a member of the Executive Board of the International Home Economics Federation. In 1954, she attended a world home economics conference in Paris as one of the American representatives; and at present is in Paris working with the Executive Board of the International Home Economics Association. In recent months she has had an article entitled, "Should Your Child be a Home Economics Teacher?" published in a number of national magazines as part of a two-page spread by the New York Life Insurance Company.

As supervisor of home economics in the State Department, Dr. Dennis works directly with eight supervisors and more than one thousand home economics teachers.

Dr. Dennis received her A. B. degree from William and Mary, and her M. A. degree from Columbia University. At present she is a member of the board of trustees of William and Mary College in Williamsburg, Virginia.

The citation read at the awarding of Dr. Dennis' degree follows: "*Catherine Teackle Dennis, leader in home economics, whose career of distinguished service in this vital field has brought her to the forefront in the councils of home economists in North Carolina, the nation, and the world community.*"

"Daughter of old Virginia and graduate of The College of William and Mary, you have brought to your adopted State the dedicated spirit of the true professional, combined with a vision for all that home economics can mean for better home and family living for North Carolina now and in generations yet to come.

"Honors have come to you through your election to the highest office of the American Home Economics Association, and through recognition of your abilities and accomplishments by leading professional and lay organizations in this country and abroad. But what you have done for our State has earned the enduring gratitude of our people from the mountains to the outer banks"

Timely Tips Includes Playground Plans

The entire May issue of *Timely Tips*, a mimeographed bulletin issued by the School Health Coordinating Service, is devoted to Playground Plans.

Included in this number of this bulletin are general recommendations for play areas, information on paved all weather play spaces, and diagrams of playground layout and site plans which have been developed by North Carolina schools. A discussion of supplies and equipment for playground use is also included.

Single copies are available from the School Health Coordinating Service, State Department of Public Instruction, Raleigh, N. C.

Ross Takes Barrett's Place As Acting Guidance Head

Mrs. Edna B. Ross succeeded Ella Stephens Barrett as acting director of guidance in the State Department of Public Instruction, August 23. Miss Barrett will be in India for ten months on a Fulbright exchange professorship.

Prior to joining the State Department, Mrs. Ross was dean of students in the High Point Junior High School and more recently director of guidance in the High Point Senior High School. "In junior high school much emphasis was placed on group guidance as well as individual counseling," declared Mrs. Ross. "In senior high school my chief responsibility was that of coordinating guidance services throughout the school."

Mrs. Ross, a native of Mecklenburg County, has her A. B. degree from the Woman's College and her Master's degree from the Institute of Personnel, Teachers College, Columbia University. Mrs. Ross has taught the sixth grade, as well as English in grades seven, eight, and nine. She has likewise been adviser to student publications.

Mrs. Ross is married and has two children. The family will reside in High Point, where Mrs. Ross hopes to visit on weekends.

"The State is fortunate," declared Superintendent Carroll, "in securing the services of Mrs. Edna Ross during the coming year. She is a superior guidance worker, and those who come in contact with her will readily recognize her strengths in this area."

Welcome, Mrs. Ross, to the Department of Public Instruction.

Incoming Freshmen At State University Participating in Math-Science Project

Incoming freshmen at all three branches of the State University of North Carolina will participate in the initial phase of a math-science project, sponsored by the Committee on Cooperative Research, to determine what subjects in high school were liked best by these incoming freshmen. This elementary research will constitute the first step of a more inclusive project designed to discover what factors are responsible for certain high schools and colleges in North Carolina being successful in attracting large numbers of students into math and science.

The exploratory work undertaken by the joint Committee representing the three branches of the University and the State Department of Public Instruction will determine the degree to which the project will become a thorough and long-range effort to analyze all factors affecting the current shortage of young people interested in math and science. Should the work of the Committee during the first year prove fruitful, plans for a four or five year study will be made immediately.

Members of the 1956 freshman class at State College, Carolina, and Woman's College, will indicate on questionnaires, filled out during the summer or at the time of registration, their first, second, and third choice among subjects liked best in high school. After this information has been tabulated, an effort will be made to determine what high schools, if any, seem to attract a high percentage of students into math and science courses. It is planned that these schools will be visited in an effort to isolate, to the extent possible, what factors resulted in students in these schools being interested in math and science. Similarly, schools which have attracted few students into math and science will be studied to determine, if possible, why so few students were interested in math and science in these schools.

Another phase of this cooperative project which will be undertaken during 1956-57 will be a series of interviews with students in each of the three institutions in an effort to determine from them their reactions concerning their own interest in math and science.

Members of the Committee who are responsible for the initial phase of this research project include: Drs. John Chase, Gordon Ellis, and Wilmer Jenkins of the UNC School of Education; Dr. Edward A. Cameron, mathematics,

UNC; Dr. Horace D. Crockford, chemistry, UNC; James J. Hagood, Jr., School of Education, WCUNC; Dr. H. E. Speece, mathematics, State College; Mrs. Mary Freeman, teacher, Fayetteville Senior High School; Superintendent G. T. Proffitt, Harnett County Schools; and Henry Shannon and Dr. Vester M. Mulholland, State Department of Public Instruction.

Belhaven Publication Is Unique In Service

The *Aquascogoc*, monthly publication of The John A. Wilkinson High School in Belhaven, aims at providing a creative literary outlet for members of the senior class.

A recent issue of this magazine, including 118 pages, was designed to inform its readers of the colorful history of Belhaven and its school system. Articles throughout the issue give the history of the school system, the churches, the civic clubs, the businesses, the community clubs, and other aspects of the growth and development of Belhaven. Articles appear on all school organizations, industries, and the like.

Special items included in this issue are "Newspapers of the Past," "Story of Mattamuskeet," "Mrs. Way's Museum," "Story of Pungo River," "Sportsman's Paradise," and "Our Tulip Festivals."

The name of the magazine, *Aquascogoc*, was selected because an Indian village of this name one time occupied the exact location of Belhaven. (Verification of this fact is being sought through the Smithsonian Institute and through several scholars of Indian lore.)

The final section of the magazine includes a list of alumni and principals from 1911 to the present.

This special issue of *Aquascogoc* suggests many possibilities for school-community cooperation, as well as unusual opportunities for interesting, worthwhile literary work of a creative nature by senior English classes. The John A. Wilkinson High School is to be congratulated for recognizing the rich source of information within the community and the varied possibilities for seniors to develop their skills in such a constructive manner. Under such conditions, motivation for good thinking and good writing is likely to be excellent; and the results of such creative efforts are likely to find ready acceptance throughout the community.

Committee Reports on Testing Program

Early identification of students capable of achieving success in college, guidance of students into appropriate colleges and into appropriate fields of college work, and screening for admission—these are three important *college goals* in high school testing, according to the Report of the State Advisory Committee on Testing.

Secondary school goals in high school testing included the first two college goals plus "improvement of individual learning experience based upon teachers' having more nearly adequate knowledge of each student's strengths and weaknesses, interests and problems."

The Committee early reached the conclusion that testing to accomplish all of these purposes could not be delayed until the twelfth grade. At the same time it was obvious that testing too early limited the usefulness of data because it restricted the subject areas which could be tested and placed data too remote in time to college entrance.

The Committee was conscious also of several other factors:

1. Testing programs for the present will be engaged in on a voluntary basis only.
2. A great deal of testing is currently being carried on in high schools as revealed by a survey conducted by Mr. James M. Dunlap for the Committee.
3. Testing in elementary schools as well as current high school testing should be considered locally in determining both the time and kinds of further testing needed.
4. Recommending specific tests as good examples of the kinds of tests which should be considered in planning programs of testing, might be misconstrued as an exclusive endorsement of these tests. This is not the intent of the Committee. The tests recommended by the Committee are so recommended because the Committee believes that they are among the better tests available for the purposes specified.
5. The University Testing Program which has had its inception during the life of the State Committee will affect the local planning of testing programs and should be considered.
6. In planning testing programs, faculties should be cognizant of the needs of both students who plan to enter college and those who do not.

7. Faculty study of local needs for testing is a most important first step *before* any school plans a testing program or selects the first test.

Committee Recommendations

The Committee recommends the following program:

1. A test of General Ability to be administered at the ninth grade level. Examples of the types we recommend are:
 - a. California Test of Mental Maturity.
 - b. Kuhlmann-Anderson Intelligence Test.
 - c. School and College Ability Tests (high school level).
2. A test or tests of Competence in English to be administered in the latter part of the tenth grade. Examples of the types recommended are:
 - a. Cooperative English Test lower level (7-12). Use all three sections.
 - b. Barrett-Ryan-Schrammel English Test.
Note: If the Barrett-Ryan-Schrammel English Test is used, we would suggest the use of the three Reading tests which are listed as follows:
Iowa Silent Reading Test—Advanced Form.
California Reading Test—Advanced Form.
Kelley-Greene Reading Comprehension Tests.
3. A test of competence in reading to be administered in the latter part of the tenth grade. Examples of the types of reading tests recommended are:
 - a. Cooperative English Test, Section C, Reading Comprehension (lower level 7-12).
 - b. Iowa Silent Reading Test—Advanced Form.
 - c. California Reading Test—Advanced Form.
 - d. Kelley-Greene Comprehension Tests.
4. A test of competence in Mathematics to be administered in the latter part of the tenth grade. Examples of the types of Mathematics tests recommended are:

- a. For students having algebra—Cooperative Algebra Test, Elementary Form.
- b. For students not having algebra—Davis Test of Functional Competence in Mathematics.

In addition to the foregoing program the Committee strongly recommends the use of an achievement battery in the 12th grade. There are three reasons for this recommendation:

- (1) It would be of help for students planning to go to college.
- (2) It would serve as some basis for evaluation of the individual student's program of work in high school.
- (3) It would serve as a basis of evaluation of the school program itself by the faculty.

General Achievement batteries recommended for consideration by school systems are:

- (1) Essential High School Content Battery.
- (2) California Achievement Battery—Advanced Grades 9-14.
- (3) Iowa Tests of Educational Development (ITED).

The Committee limited its task to the secondary school level. However, the Committee recommends that elementary schools be encouraged to devise appropriate testing programs also.

Members of the Committee: Charles F. Carroll, Chairman; Allan S. Hurlburt, Secretary, State Department of Public Instruction; Thelma Gwynn Thurstone, W. D. Perry, James M. Dunlap, Appointments-at-large; F. D. Byrd, Division of Superintendents; John H. Horne, Division of Principals; Ella McDearman, Division of Classroom Teachers; Ruth Meares, Division of Supervisors; Kate Parks Kitchin, N. C. Student Council; A. M. Jordan, Committee on Coop Research of North Carolina College Conference; and Roy Armstrong, Committee on College Admission of N. C. C. C.

October 7-13 Designated N. Carolina Heritage Week

A proclamation designating October 7-13 as North Carolina Heritage Week has been made by Governor Luther H. Hodges.

This Week is sponsored by The State Literary and Historical Commission. It is hoped that studies about North Carolina will be emphasized in the classroom that week, and that programs stressing North Carolina events will be given in many schools of the State.

PTA Selects Raleigh As Site for Headquarters

Raleigh was selected as the site of a building for the headquarters of the State Congress of Parents and Teachers in a final balloting last spring between Raleigh and Gibsonville.

The vote, announced by Mrs. John W. Crawford, State President, was 5070 for Raleigh to 4692 for Gibsonville. A first vote was taken last fall at which time Greensboro was eliminated. Funds for the building are being raised through the sale of cookbooks, private gifts of friends and members, and other sources.

A. L. Teachey Retires After 41 Years in Service

A. L. Teachey, educator in agriculture for the last 41 years in North Carolina and since 1949 State supervisor of agricultural education and institutional on-the-farm training, retired August 1, 1956. A. G. Bullard has succeeded him in this position.

Since 1915, when Teachey taught agriculture at Pleasant Garden, he has been connected in some way with agricultural education in North Carolina. Following his stay in Pleasant Garden, 1915-23, Teachey became a State supervisor and remained in this position until 1942, when he became State director in the rural war production training program. In 1946 Teachey was appointed State supervisor of institutional on-the-farm training; and in 1949 he assumed the duties of State supervisor of agricultural education.

Teachey served as vice president on the Southern Regional Conference in 1944-45; as a member of the National F. F. A. Board of Trustees, 1953-55; and as president of the North Carolina Board of Farm Organizations and Agricultural Agencies, 1954-55.

Vocational Director J. Warren Smith in commenting on Teachey's long period of service in the State praised his "continuous and untiring efforts toward bringing quality and practicality to agricultural education throughout the State. Much of the improvement in agricultural education in North Carolina can be attributed to the conscientious efforts of A. L. Teachey."

Congratulations to A. L. Teachey for a long and useful period of excellent service to the State. Friends and associates throughout North Carolina shall continue to wish you well in your well-earned position of retirement.

Annual Mars Hill Conference Considers Variety of Topics in Four-Day Meeting

More than 500 educators and members of their families attended the annual Superintendents Conference sponsored by the State Department of Public Instruction at Mars Hill College, August 14-17. City and county superintendents, members of the State Department of Public Instruction, representatives from college departments of education, and a limited number of other interested persons attended this four-day meeting.

An outstanding session of the Conference was an address by The Honorable John Johnston Parker, Judge Parker spoke of three fundamental concepts which are continually emphasized in the Constitution: the sanctity of the individual, the importance of due process of law, and the necessity that interpretations of the Constitution be consistent with the times in which they are made.

A significant feature of the program included a day's discussion concerning the action of the Special Session of the Legislature. Attorney General William B. Rodman and Assistant Attorney General Robert Giles gave an overview of the action of the Special Session on Wednesday, August 15. During the afternoon of the day the Conference delegates met in four small groups to discuss "The Superintendent's Responsibilities under the Special Session Legislation." Following these group meetings a general assembly was held, at which timely questions were addressed to the Attorney General and his assistants.

Another highlight of the Conference was a symposium, "Meeting North Carolina's Needs Through Education." Participating in this symposium were Nile F. Hunt, who discussed the status of high school graduates and non-graduates; J. Edgar Kirk, assistant director, Conservation and Development, who spoke on North Carolina's manpower needs; A. B. Combs, who discussed how the elementary and secondary schools can meet these needs; Dr. A. S. Hurlburt, who appraised the advantages and disadvantages of community colleges; and Dr. Harris Purks, director of the State Board of Higher Education, who stated what the colleges and universities can do to meet these needs.

During the Conference an open forum centered around "Improving the Quality of Our Schools" was also held. C. D. Douglas discussed "How Much More of the Increased Cost for Obtaining More Quality in our School Opera-

tions Can be Borne by the Local Units." This was followed by remarks from A. B. Combs on the following question: "What Should Be the Minimum Requirements for High School Graduation?" Madeline Tripp then spoke on the topic "To What Extent does School Accreditation Measure Quality?" This was followed by a short discussion on "How Can we Improve the Quality of our Vocational Offerings and to What Extent do Federal and State Regulations Restrict these Programs?" by J. Warren Smith.

Dr. Charles F. Carroll addressed the Conference on "State Action for Public Education." He emphasized the advantages of the legislation passed during the Special Session; stressed a number of activities now engaged in by the State Department; and suggested ways in which education throughout the State could become qualitatively stronger through the leadership of State Department personnel and superintendents working cooperatively.

For the third year in succession the Transylvania music group entertained the delegates with a concert on Thursday evening. On Friday there was a business meeting of the Division of Superintendents over which Superintendent A. D. Kornegay presided.

10 N. C. Schools Listed In Yearly Anthologies

Ten North Carolina schools were represented by poetry and essays in the Annual Anthology of High School Poetry and the Annual Anthology of High School Essays for last year, according to a recent announcement.

Dennis Hartman, Secretary of the National High School Poetry Association and National Essay Association, lists the following North Carolina schools as represented either by poetry or essays in the annual publications: Cary High School, Central High School (Charlotte), Cool Springs High School (Forest City), Fuquay Springs High School, Gray High School (Winston-Salem), Mt. Olive High School, Mt. Vernon-Goodwin School (Wake County), Red Springs High School, and Ben Lippen School (Asheville), a private school.

"These schools," Mr. Hartman states "are to be congratulated on the excellent work they are doing in the field of creative writing."

[illegible]

	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909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Year	1. Number of	2. Appraised Value of	3. Average Value	4. Average Value	5. Average Value
1910	1	100	100	100	100
1911	2	200	200	200	200
1912	3	300	300	300	300
1913	4	400	400	400	400
1914	5	500	500	500	500
1915	6	600	600	600	600
1916	7	700	700	700	700
1917	8	800	800	800	800
1918	9	900	900	900	900
1919	10	1000	1000	1000	1000
1920	11	1100	1100	1100	1100
1921	12	1200	1200	1200	1200
1922	13	1300	1300	1300	1300
1923	14	1400	1400	1400	1400
1924	15	1500	1500	1500	1500
1925	16	1600	1600	1600	1600
1926	17	1700	1700	1700	1700
1927	18	1800	1800	1800	1800
1928	19	1900	1900	1900	1900
1929	20	2000	2000	2000	2000
1930	21	2100	2100	2100	2100
1931	22	2200	2200	2200	2200
1932	23	2300	2300	2300	2300
1933	24	2400	2400	2400	2400
1934	25	2500	2500	2500	2500
1935	26	2600	2600	2600	2600
1936	27	2700	2700	2700	2700
1937	28	2800	2800	2800	2800
1938	29	2900	2900	2900	2900
1939	30	3000	3000	3000	3000
1940	31	3100	3100	3100	3100
1941	32	3200	3200	3200	3200
1942	33	3300	3300	3300	3300
1943	34	3400	3400	3400	3400
1944	35	3500	3500	3500	3500
1945	36	3600	3600	3600	3600
1946	37	3700	3700	3700	3700
1947	38	3800	3800	3800	3800
1948	39	3900	3900	3900	3900
1949	40	4000	4000	4000	4000
1950	41	4100	4100	4100	4100
1951	42	4200	4200	4200	4200
1952	43	4300	4300	4300	4300
1953	44	4400	4400	4400	4400
1954	45	4500	4500	4500	4500
1955	46	4600	4600	4600	4600
1956	47	4700	4700	4700	4700
1957	48	4800	4800	4800	4800
1958	49	4900	4900	4900	4900
1959	50	5000	5000	5000	5000
1960	51	5100	5100	5100	5100
1961	52	5200	5200	5200	5200
1962	53	5300	5300	5300	5300
1963	54	5400	5400	5400	5400
1964	55	5500	5500	5500	5500
1965	56	5600	5600	5600	5600
1966	57	5700	5700	5700	5700
1967	58	5800	5800	5800	5800
1968	59	5900	5900	5900	5900
1969	60	6000	6000	6000	6000
1970	61	6100	6100	6100	6100
1971	62	6200	6200	6200	6200
1972	63				

Staff Members Active In Many Capacities In and Out of State During Summer

State Department personnel in lieu of taking their vacations were engaged in a number of activities during the summer months within and without the State. A majority of these activities involved teaching, studying, and acting as consultants to various workshops and conferences.

Dr. James E. Hillman, director of the division of professional service, taught a two-weeks' course at Western Carolina College, at Cullowhee, in "Curriculum Development."

Charles E. Spencer, director of school health and physical education, taught for two weeks during the summer in the Arkansas Health Education Workshop at Petit Jean, Mountain Park. Approximately 125 teachers and nurses participated in this program. During the summer he also attended the Conference of the American Dental Association in Chicago, where discussions were focused on how state departments of education and dental associations can best work together to improve dental health programs throughout the states.

Helen Stuart, advisor in physical education, served as consultant in physical education and health at the summer workshop of the Norfolk public schools. This workshop was under the direction of the Extension Division of the University of Virginia and emphasized problems in reading, special education, family finance education, art, and physical education and health. This three-weeks course is part of the on-going in-service group program of the Norfolk schools.

Mrs. Mary Alice Terrell, supervisor of certification, studied at Yale University during the month of July. More than 200 professional people participated in this conference, twenty-eight of whom were from North Carolina. Eight North Carolina educators were among those in attendance.

J. P. Freeman, rating specialist in the division of professional service, completed all requirements for his doctor's degree which will be awarded by Peabody College in June, 1957. Mr. Freeman's dissertation is entitled, "Relationship of the State Department of Education to Teacher Education."

Doris Kimel, State music consultant, has been studying and teaching during the entire summer at Appalachian State Teachers College. Miss

Kimel served as consultant for numerous committees and groups interested in music education throughout the summer.

Henry A. Shannon, advisor in science and mathematics, spent the summer studying at Cornell University as a member of the Shell Oil Company Fellowship Program. Thirty outstanding educators in the field of math and science east of the Mississippi participated in this program. Mr. Shannon's interests during the summer were mathematics, chemistry, and science education.

John C. Noe, advisor in safety education, assisted with the behind-the-wheel phase of a driver-education program for teachers which was sponsored by the Appalachian State Teachers College. Responsibility for this program was shared by driver-improvement representatives of the State Department of Motor Vehicles.

Carlton Fleetwood, associate in safety education, assisted in the behind-the-wheel instruction at State College during the first session of summer school; and taught the driver education course at the University of North Carolina during the institute held for sixty-nine rookie patrolmen.

George D. Maddrey, associate in safety education, who is currently responsible for developing a unit in water-safety for the Department, spent part of the summer assisting boy scouts in the Raleigh area in a water-safety program. In this capacity, Maddrey helped to plan these programs, as well as give instruction. Likewise, during the summer he assisted the American Red Cross in the southeast area at Camp Carolina in Brevard. This mutual assistance program enabled Maddrey to receive advisory assistance from national leaders throughout the states and at the same time serve as a member of the instructional staff at the camp, where he developed and experimented with units in water-safety.

C. L. Haney and James T. Yates, counsellors in vocational rehabilitation, worked on their M. A. degrees at State College in the area of rehabilitation counselling.

Felix Barker, director of special education, also studied at State during the first summer term.

Archie G. Bryant, assistant supervisor in trades and industries, taught in the field of industrial education at

State College during the summer; and **A. Wade Martin** worked on his M. A. degree in industrial education at State.

Madeline Tripp and Homer Lassiter attended a three-weeks seminar at Duke University in July which was centered around "Administering the Secondary Curriculum." Emphasis was placed on current curricular offerings, what should be offered in the secondary school, and recent criticisms of secondary education.

School Lunch personnel who assisted with one-day to three-week workshops throughout the State include **Mrs. Kathryn D. Woodard, Nina Corbett, Martha Barnett, Nan Preas, and Mary Ellen Kittrell.** Workshop themes were "Quantity Cookery," "Step-saving in the School Lunch Room," "Bread Making," "Food Service Management," and "Care and Use of Lunchroom Equipment." These workshops were in line of regular duty.

Dr. S. E. Duncan, supervisor of Negro high schools, served as a consultant at two Southern regional workshops at Tuskegee during the summer, one for principals and one for supervisors. He also served in a similar capacity for workshops at North Carolina College, A and T College, and Shaw University.

Mrs. Ruth Lawrence Woodson, supervisor in Negro elementary education, participated in a two-week seminar on *Child Development* at the University of Michigan during the summer; and also served as a consultant in supervision and administration at A and T College; and as a consultant in the reading clinic and the resource-use education clinic at North Carolina College.

Kannapolis Children Benefit From Speech Clinic

As the result of an eight-week speech clinic, recently held at Kannapolis, some children with speech defects can now speak normally and many others are on the road to normal speech.

The clinic was sponsored by the Kannapolis Junior Woman's Club, and conducted by Mrs. Verdi Sugg Dunlap, Director of Special Education for the Kinston city schools. She was assisted by Dr. John McGill, Associate in Special Education, and James M. Dunlap, Supervisor of Pupil Testing and Classification, of the State Department of Public Instruction.

"Our ultimate goal is to get a full-time speech instructor for the Kannapolis schools," said Mrs. Keaton Thomas of the Junior Woman's Club.

Iowa Court Rules On School Question

Must the school authorities consider the desires of the parents when assigning children to a particular school?

This question was answered by the Iowa Supreme Court in favor of the board of education. The district board of education, not the parents, the Court said, is to determine the place of school attendance for children of district residents.

"Where a public school is open and is properly operated," the Court held, "we do not determine where the elementary pupils of the district should attend—it is a discretionary matter for the determination of the board... (and) within (its) exclusive jurisdiction... and court trials.

At the hearings, which came up from the Howell, Iowa, school district, testimony was presented relative to conditions of the roads as they affected the families involved, the proximity and availability of transportation by school bus to the school to which parents wished their children to attend; the possibility of obtaining better instruction in this school; the age and health of the affected children; and the fact that if the children were permitted to attend the desired school, there would be a resulting increase of cost and taxes to the taxpayers of the district to which children were assigned.

Bullard Succeeds Teachey As State Supervisor In Agriculture

A. G. Bullard, assistant supervisor in agriculture, succeeded A. L. Teachey as State supervisor in agriculture, August 1, 1956. Mr. Teachey's retirement provided the opportunity for Mr. Bullard's promotion.

Mr. Bullard has been associated with the State Department of Public Instruction since 1942. Between 1942-1945 he was assistant supervisor in the Food Production War Training Program, which was administered by the State Department of Public Instruction. In this connection he developed plans for school-community canning programs and assisted in supervising 250 canneries in North Carolina. He also conducted 25 canneries workshops for more than 700 teachers of agriculture and home economics; and prepared 24 bulletins on Food Production War Training Courses. From 1946-1953, Bullard was a subject-matter specialist in the Veterans Farm-

Calendar of Professional Meetings Conferences, Workshops, Institutes

- September 17-23—Constitution Week
- September 21 —NCEA District Meeting, Asheville
- September 28 —NCEA District Meeting, Greensboro
- October 2-5 —National Council on Schoolhouse Construction, Washington, D. C.
- October 5 —NCEA District Meeting, Raleigh
- October 7-11 —Association of School Business Officials of the United States
- October 12 —NCEA District Meeting, Charlotte
- October 11-12 —American Council on Education, Chicago, Ill.
- October 14-17 —County and Rural Area Superintendents, NEA, Atlanta, Ga.
- October 19 —NCEA District Meeting, Wilmington
- October 20-26 —National Safety Congress, Chicago, Ill.
- October 22-25 —American School Food Service Association, Chicago, Ill.
- October 26 —NCEA District Meeting, Greenville
- November 7-8 —N. C. Division of Principals, Greensboro
- November 8-9 —North Carolina College Conference, Winston-Salem
- November 9-13 —Adult Education Association, Atlantic City, N. J.
- November 11-17 —American Education Week
- November 11-16 —American Association of Land-Grant Colleges and State Universities, Washington, D. C.
- November 19-21 —American Speech and Hearing Association, Chicago, Ill.
- November 22-24 —National Council for the Social Studies, NEA, Cleveland, Ohio
- Nov. 29-Dec. 1 —National Association for Mental Health, Washington, D. C.

er Training Program; and in this capacity prepared bulletins for the program, served as photographer and assisted in the supervision of this work in 52 departments of vocational agriculture.

From 1953-1956, Bullard was assistant State director of agricultural education, and assisted the director in carrying on the detailed work of the State office. In this position he obtained and distributed subject-matter materials for teachers; supervised 37 teachers of vocational agriculture in 34 schools located in seven northwestern counties.

Bullard has a B. S. and an M. A. degree from North Carolina State College in Agricultural Education. He has taught in Woodsdale and Morrisville as a vocational agricultural teacher.

In commenting on the appointment of Bullard, J. Warren Smith, director of the Division of Vocational Education, stated, "The Department of Public Instruction, vocational agricultural teachers throughout the State, and citizens who will be influenced by Bullard's efforts, are fortunate in having a man of his ability, character, enthusiasm, and vision to work in this program. The work so ably done by A. L. Teachey is still in capable hands."

Winston-Salem Teachers Active in Outside Work

What out-of-school work is done by the teachers of a community?

An attempt to find the answer to this question was made last spring by the Winston-Salem Teacher Newsletter staff. Questionnaires were sent to 372 white teachers. Replies were received from 273 teachers. Of this number, 216 reported that they were active in some way in at least one of three groups of activities: (1) Scouting, (2) Civic-Professional, (3) Church-related.

To the question: Are you active in anyway in any scouting activities? 16 indicated Boy Scouts; 8, Girl Scouts; 6, Brownies; 12, Cubs.

To the question: Are you active in any civic or professional organizations (omit NEA, NCEA, ACE)? 189 reported as a member, 49 as an officer, and 46 as a committee chairman.

To the group: Church related activities, a tabulation showed 39 church officers, 47 Sunday School officers, 84 Sunday School teachers, and 76 circle chairman of young peoples work or in other leadership capacities.

"How To Prepare Superior Administrators" Theme of Kellogg Project Throughout State

"Plans continue to be made by the representatives of the Kellogg project in school administration for improving the competencies found desirable in school principals and superintendents," according to Dr. Allan Hurlburt, chairman of the North Carolina project.

Representatives from the six institutions of higher education offering graduate work in school administration, representatives from the professional organizations of principals and of superintendents, plus a representative from the State Department and a few guests, met in Asheville, August 24-27, to formulate plans for a statewide approach toward developing those competencies needed in prospective school administrators.

Attention was centered on problems of recruitment, certification, desirability of internship, and ways of disseminating the findings of pertinent research in the area of school administration.

Dr. Vester M. Mulholland was appointed by Superintendent Charles F. Carroll to become representative from

the State Department on this project, since Hurlburt, previous representative, has taken over his responsibilities as professor of education at Duke University.

Four sub-committees were appointed during the Asheville meeting to study each of the problems discussed; and these committees will report to the total planning committee at its next meeting, October 18 in High Point.

Those attending the conference were: W. H. Cartwright and E. C. Bolmeier, Duke University; W. E. Rosenstengel and Arnold Perry, University of North Carolina; Herbert Wey and Ben H. Horton, Appalachian State Teachers College; R. M. Ainsley, Western Carolina College; James H. Tucker, East Carolina College; Allan S. Hurlburt and Vester M. Mulholland, State Department of Public Instruction; A. D. Kornegay, D. M. Calhoun, Earl Funderburk, C. Reid Ross, E. H. Garinger, and Guy B. Tenchey of the State superintendents' association; Lloyd Y. Thayer and A. H. Peeler of the two principals' association; and Frank B. Greer, secretary for the project.

Allan S. Hurlburt Leaves State Department To Become Duke Professor of Education

Dr. Allan S. Hurlburt, Assistant State Superintendent in Instruction for the State Department, assumed duties at Duke University September 1, as professor of education in the Duke Department of Education. His chief responsibilities will include courses in secondary education, administration, and in supervision of student teachers on the secondary level.

Dr. Hurlburt received his doctor's degree from Cornell University prior to coming to East Carolina College in 1947. From 1947 to 1950 he served as head of the Education Department at East Carolina College. During the next year he was associated with the State Department of Public Instruction as director of a Statewide educational survey. From 1951 to 1953, Dr. Hurlburt was on the education staff at the University of North Carolina as director of the Bureau of Educational Research and Service. From here he came to the State Department of Public Instruction as Assistant Superintendent in Charge of Instruction.

As Assistant Superintendent, Dr. Hurlburt has coordinated the services of the instructional staff of the Department of Public Instruction, has served as chairman of the Kellogg project in school administration, has advised with the Board of Higher Education concerning the feasibility of junior colleges in the State, has represented the Department at the Southern States Workshop in Florida, and in many other ways served the State.

Allan Hurlburt has served the State well as Assistant Superintendent in Charge of Instruction. His keen intellect, his warm heart, and his willingness to serve have won friends for him throughout North Carolina. The State Department recognizes its loss; but rejoices with Duke University that Dr. Hurlburt will remain within the State as one interested in improving the quality of teaching and education in general. Congratulations and best wishes!

Temple University Announces Reading Institute Theme

Theme of the 1957 Annual Reading Institute at Temple University will be "Reading Disabilities in the Classroom and Clinic," according to a recent announcement. The Institute will be held in Philadelphia during the week of January 28 through February 1, inclusive. Inquiries should be directed to E. Elona Sochor, Director, The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pennsylvania.

Emergency Training Offered Driver Education Teachers

One week of emergency training for the driver-education teachers was conducted in Cary, August 27-31, with Carlton Fleetwood, associate in safety education, in charge of the forty-hour course.

Requests for this training came from principals and superintendents who, in recent weeks, have assigned teachers to the field of driver education who need refresher courses or new work in this area.

The forty-hour course consisted of lectures, demonstrations, discussions, projects, limited research, and limited road work. Throughout the course emphasis was placed on the importance of attitudes in safety education. "More significant than knowledge of traffic regulations and sound driving practices is the development of good attitudes towards driving," explained Mr. Fleetwood.

Other emphases during the course included the following: the psycho-physical characteristics of drivers; importance of personality; aspects relative to the construction, operation, and maintenance of cars; highway and street design; motor vehicle laws; laws made by nature; audio-visual aids; and sources of information for teaching driver-education.

During the week's concentration on preparation for teaching driver education, specific attention was also given classroom techniques for teaching this subject and some behind-the-wheel techniques were stressed.

Emphasis was also given the importance of building cooperatively a bibliography of aids which would be useful in teaching all aspects of safety education.

Homemaker Search Program Open to Senior Girls

High schools of the State have received an invitation to take part in the third annual Scholarship Award Program conducted by General Mills in its Betty Crocker Search for the American Homemaker of Tomorrow.

The program is designed to reach all senior girls. Last year the program reached 256,534 girls throughout the nation. Policies, procedures, and rules pertinent to the 1956-57 search are available from Paul S. Amidon & Associates, Inc., Minneapolis 3, Minn. This contest has the approval of the National Association of Secondary School Principals.

Mary Frances Kennon Joins Department As Assistant School Library Adviser

Mary Frances Kennon began work with the North Carolina State Department of Public Instruction September 1, as assistant State school library adviser, filling a vacancy created when Celeste Johnston resigned to be married to Lieutenant John Alexander Fleming in Yokosuka, Japan. Miss Kennon will work with the present State school library adviser, Cora Paul Bomar.

Miss Kennon holds an A. B. degree from the University of South Carolina, and the Master of School Librarianship from the School of Library Science at

the University of North Carolina. She began her career as teacher-librarian in Forsyth County. From here she went to Charlotte, where she worked as an elementary school librarian. Prior to her present position, Miss Kennon was school library specialist for the Baltimore, Maryland, city schools.

Miss Kennon is a member of the American Library Association, the National Education Association, as well as state and regional library and educational organizations. She has held offices in the School Librarians Section of the North Carolina Education Association, the North Carolina Library Association, the Association of School Librarians of Maryland, and the Maryland Library Association. She is a member of Beta Phi Mu, an honorary library science society.

Miss Kennon, like Miss Bomar, is available for consultation and general service to administrators, librarians, and teachers who request her services.

The State Department of Public Instruction welcomes Miss Kennon to its staff with the full realization that she will be at home among professional educators in North Carolina, and that she will render a valuable service to librarians and teachers throughout the State.

Public Schools Employ 35,326 Persons For Instructional Purposes in 1955-56

North Carolina public schools employed 35,326 persons—teachers, principals and supervisors—for instructional purposes in 1955-56, according to the Division of Auditing and Accounting, State Board of Education.

This total was 1,106 greater than the number of such personnel employed for the 1954-55 school year. Of the 1955-56 total, 25,754 were white and Indian, and 9,572 were Negro personnel.

Dividing the total into instructional areas, it is learned that 24,766 taught in elementary schools, 7,322 taught academic or regular subjects in high schools, 766 were principals of elemen-

tary schools, 869 were principals of high schools, 261 were supervisors, and 1,342 were vocational teachers.

A further analysis of the figures show that 30,683 teachers, 1,635 principals and 229 supervisors were paid from State funds.

The 1,342 vocational teachers were paid from State, Federal and local funds. Local units provided the entire salaries of 1,405 teachers, and supplements to some of those paid from State funds.

The following table shows figures in various classifications for the past four years, the past year divided as to race:

INSTRUCTIONAL PERSONNEL EMPLOYED

A. State Allotted Personnel

	1952-53	1953-54	1954-55	1955-56	White	Negro
1. Teachers—Total	27,805	28,576	29,701	30,683	22,106	8,577
a. Elementary	21,749	22,284	23,159	23,878	17,003	6,875
b. High School	6,056	6,292	6,542	6,805	5,103	1,702
2. Classified Principals ..	1,526	1,565	1,586	1,635	1,222	413
a. Elementary	653	686	718	766	572	194
b. High School	873	879	868	869	650	219
3. Total State	29,588	30,401	31,552	32,547	23,502	9,045
a. Elementary	22,402	22,970	23,877	24,644	17,575	7,069
b. High School	6,929	7,171	7,410	7,674	5,753	1,921
c. Supervisors	257	260	265	229	174	55

B. Local and Vocational ..	2,303	2,502	2,668	2,779	2,252	527
1. Local	1,056	1,229	1,316	1,437	1,227	210
a. Elementary	602	729	786	888	759	129
b. High School	430	478	497	517	445	72
c. Supervisors	24	22	33	32	23	9
2. Vocational	1,247	1,273	1,352	1,342	1,025	317

C. Total Employed	31,891	32,903	34,220	35,326	25,754	9,572
1. Elementary	23,004	23,699	24,663	25,532	18,324	7,198
2. High School	7,359	7,649	7,907	8,191	6,198	1,993
3. Supervisors	281	282	298	261	197	64
4. Vocational	1,247	1,273	1,352	1,342	1,025	317

Governor Appoints Three New Board Members

Three new members, recently appointed by Governor Hodges to the State Board of Education, were sworn in at the regular meeting of the Board, August 2.

Oath of office was administered by Associate Justice E. B. Denny of the State Supreme Court to Charles W. McCrary of Asheboro, Barton Hayes of Lenoir, and Charles G. Rose, Jr., of Fayetteville.

McCrary, president of the McCrary Hosiery Mills, is named to replace Sanford Martin of Winston-Salem, who resigned, to represent the fifth Educational district. Hayes, an industrialist, succeeds Claude Farrell of Elkin, resigned, to represent the seventh educational district. Rose, an attorney, fills the vacancy created by the death of Paul S. Oliver of Fairmont as a representative of the fourth educational district.

McCrary's and Rose's terms of office will expire on April 1, 1957. Hayes will serve until April 1, 1963.

Two Workshops Held by State Department For Self-Evaluation and Improving Services

Professional personnel of the State Department of Public Instruction held their third annual workshop this year at two different times—June 14-15 and August 23-24. This arrangement permitted four days for evaluation and planning rather than the two or two and a half days as had been possible heretofore in previous workshops.

Theme of the June workshop was "Improving Department Services at the Local Level." This two-day conference featured two panel discussions: one on "Improving State Supervision at the Local Level," and another, "Utilizing Department Publications to Maximum Advantage." A. B. Combs moderated the first panel and L. H. Jobe, the second panel.

In addition to these panels, eight smaller groups discussed "Improving Relationships at the Local Level Through Supervision." One half day was devoted to a review of progress made by each division during 1955-1956. Allan Hurlburt, assistant superintendent, presided over this session; and each division director spoke briefly concerning his division.

During the workshop Superintendent Charles F. Carroll addressed the group on "The State Department's Role in Improving Education in North Carolina"; and Dr. Selz Cabot Mayo, professor of rural sociology at North Carolina State College, addressed the conference on "North Carolina Today and Tomorrow."

Vester M. Mulholland served as chairman of the planning committee for the June workshop; and was assisted by S. E. Duncan, Marvin Johnson, J. Warren Smith, and J. E. Miller.

During the August workshop the staff of the Department of Public Instruction initiated plans for a long-range project of self-evaluation. Small groups discussed "What values should education help the individual to develop?" and "To what extent should the public schools assume responsibility for achieving these values?" Later in the workshop the following topics were likewise explored: "What activities of the public schools should be strengthened, promoted or changed in order to discharge responsibilities for educational development?" and "What should be the function of the State Department of Public Instruction in aiding local schools to strengthen, promote, or change educational activities?"

Suggestions for the next professional workshop were made during a final meeting of the total group. These plans will be announced later.

A feature of the August workshop was arrangements whereby personnel in rehabilitation had more time as a group to discuss their special problems.

During the August conference Allan S. Hurlburt discussed the current interest in junior colleges, and J. Warren Smith discussed area vocational schools. A highlight of the program was a humorous address by L. H. Jobe entitled, "An Empirical Approach to Divisional Self-Study As Related to Educational Authorship and Editorial License."

Robert M. Fink served as chairman of the August workshop; and was assisted by T. Carl Brown, Catherine T. Dennis, Arnold Hoffman, Homer Lassiter, Mrs. Anne Maley, Mrs. Daisy Robson, and H. E. Springer.

Annie R. Moore Reports on Burmese Efforts To Improve Standards of Daily Living

Mrs. Annie Ray Moore, health educator for the State Department of Public Instruction, has just completed a year's work in Rangoon, Burma, with the World Health Organization of the United Nations. As a consultant in matters of public health, Mrs. Moore worked with public health personnel, teachers, supervisors, nurses, and others interested in developing a national program in this area.

"Actually our chief responsibility," declared Mrs. Moore, "was to help Burmese leaders develop techniques which would likely be successful in encouraging the people themselves to improve their own standards of daily living."

Refresher courses in public health, as well as new courses, were stressed by Mrs. Moore and her cohorts as they worked with the Burmese Ministry of Health and the Directorate of Health. Emphasis was given the importance of safe water, sanitary handling of food, and the importance of inoculations. Mrs. Moore worked with the women health visitors, comparable to our public health nurses except with less training; and also with midwives.

Likewise, she was able to work with a limited number of teachers and supervisors in developing better programs for

Fink Serves As Consultant In South Carolina System

Dr. Robert M. Fink, mental hygiene consultant for the State Department of Public Instruction and the State Board of Health, served as a coordinator and adviser for the pre-school in-service education conference sponsored by the School District of Greenville County, South Carolina, August 27-31. Dr. Fink has served as consultant in this county on several previous occasions.

Theme for this year's workshop was "Improving Ways of Working Together"; throughout the school year this topic will be under continuing study by all teachers. Sub-topics which were carefully explored during the pre-school conference include the following: "Improving Ways of Working with Children"; "Improving Our Ways of Working with Each Other"; "Improving Ways of Working With Parents in the Community"; and "Improving Ways of Working for Continued Growth of Our Profession."

the teaching of health in the schools of Burma.

"Burmese professional organizations are forward-looking; and much emphasis is currently being placed on the in-service growth of teachers. Educational problems in Burma are comparable to those in the States, especially in the areas of overcrowded classrooms and shortage of teachers. Many schools in Burma have double sessions just as we have in America. Teachers, for the most part, have no more than one year's training beyond high school.

In commenting upon the character of the Burmese people Mrs. Moore remarked, "They are seriously interested in education—more than anything else perhaps; and at the same time they are a happy, fun-loving, and very friendly people. All aspects of their lives are colorful and interesting!"

In concluding her remarks, Mrs. Moore emphasized the fact that working with the Burmese people had given her skills in appreciation, understanding, and cooperation that likely would never have been her possession had she not had the opportunity to work so intimately with them.

"I can never be the same again!"

The Attorney General Rules...

Exclusion of Pupils on Account of Marriage; Authority of Board of Education to make Regulations.

In reply to inquiry: With your letter of May 23 you enclosed copy of a letter from Superintendent of the City Schools. Mr. states that his schools have had an epidemic of teenage marriages this year and that the Board of Education is contemplating the passage of certain regulations on the subject. His letter proceeds:

"The resolution states that married students (both boys and girls) shall be allowed to attend school for the purpose of attending classes only. No married student shall be allowed to participate in any extra-curricula activity in the school. Married students will be barred from participating in inter-scholastic athletics, debating, dramatics, etc. Married students will not be allowed to hold school offices or be eligible for prizes and awards. They will not be allowed to belong to school clubs or take part in social functions. They will be granted diplomas, but will not be allowed to have any part in the graduating exercises. No married girl will be allowed to attend school after it is known she is pregnant. If a girl is not able to attend school because of pregnancy, she will automatically terminate her enrollment from the date of her withdrawal.

"Do school boards have the legal authority to adopt regulations that will permit married students to remain in school and at the same time deny to them the right to participate in the school activities other than class room attendance?"

Section 2 of Article IX of the State Constitution reads in part as follows:

"The General Assembly . . . shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years."

G. S. 115-1 reads in part as follows:

"A general and uniform system of public schools shall be provided throughout the State, in accordance with the provisions of Article IX of the Constitution of North Carolina, wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years, and to every per-

son twenty-one years of age, or over, who has not completed a standard high school course of study, or who desires to study the vocational subjects taught in such schools."

G. S. 115-35 (1) reads as follows:

"It shall be the duty of county and city boards of education to provide an adequate school system within their respective administrative units, as directed by law."

G. S. 115-136 reads in part as follows:

"It shall be the duty of all teachers to maintain good order and discipline in their respective schools; to encourage temperance, morality, industry and neatness . . ."

G. S. 115-147 provides in part:

"A district principal, or a building principal, shall have authority to suspend any pupil who wilfully and persistently violates the rules of the school or who may be guilty of immoral or disreputable conduct or who may be a menace to the School."

You will note that nothing is said in the Constitution or in any of the Statutes quoted as to the marital status of students in the public schools. This Office has heretofore rendered several opinions to the effect that the fact that a pupil has been lawfully married will not in itself be sufficient grounds to justify the exclusion of such pupils from attending schools provided such person meets the requirements of the school in other respects. If a married pupil should reveal to other students all the details of his married life or if a married girl should be obviously pregnant, I can see that the school authorities would be justified in finding such a pupil to be a menace to the school within the contemplation of G. S. 115-147. (Article XVII, Section 5 of the 1955 school law.)

I am very doubtful that our courts would uphold a regulation permitting married pupils to attend classes but denying to such pupils all participation in extra-curricula activities. It is my feeling that the courts would very likely declare such a regulation discriminatory, arbitrary and unreasonable. I realize that the question propounded by Superintendent presents a serious problem to school administration; yet, it is my view that each case of a married pupil must be handled upon its own individual merits.—Attorney General, May 24, 1956.

Length of School Term

In reply to inquiry: In your letter of May 31, you state that you are making up your calendar for the school term 1956-1957, and that if during the ninth month all the twenty school days were scheduled successively Mondays through Fridays, the school year would end on May 23, 1957. In order to facilitate the work of teachers in completing their records and report cards, you are considering making May 23 a non-school day for which teachers would get no compensation, thereby making Friday, May 24 the last day of school. You state that there is some feeling among the teachers that since they will have to work on this day getting out reports, etc., the day should be counted as one of the 180 days for which teachers receive compensation. You then pose the following specific questions:

"1. If the day prior to the last day of school is made a non-school day, do school administrators have any legal right to require any work of teachers necessary to the successful completion of the school year's work during that day?"

"2. If children do not attend school the next to the last day but teachers assemble to school and engage in work necessary to the successful completion of the school year's work, may it be counted as one of the 180 school days and teachers receive compensation for it?"

Article 5, Section 19 of the new School Law, now codified as G. S. 115-36, provides that a school month shall consist of twenty teaching days and that, "There shall be operated in every school in the State a uniform school term for instructing pupils of 180 days."

From the above it is my view that there must be 180 teaching days in every public school of the State. It is my understanding that a number of the administrative units now follow the practice of paying the teachers from local funds for a few days work prior to the beginning of the school term and a few days after the term has officially closed.

From the foregoing, it would seem that the answer to both of your numbered questions is no, unless sufficient funds are included in the local budget to pay the salaries of the teachers for the extra days. — Attorney General, June 4, 1956.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, September, 1951)

There have been a number of additions in the State office staff within recent months: Cora Paul Bomar as State School Library Advisor, replacing Eloise Camp who resigned several months ago following her marriage; Robert G. Anderson as Architectural Assistant in the Division of School Planning; Daphne Eller as Assistant State Supervisor of Home Economics of the Division of Vocational Education; Carl B. Martin as bookkeeper in the Division of School Planning; Patsy Montague as Associate in the Division of Instructional Service; Boyce M. Morrison as Field Representative with the Division of School Planning; Helen Stuart as State Supervisor of Health and Physical Education; and Sarah Grandy Taylor as Area Supervisor in the School Lunch Program.

New county and city superintendents were elected in 21 administrative units:

Avery - W. K. Anderson; Morganton - Maston S. Parham; Lenoir - J. G. Hagaman; Hickory - W. S. Hamilton; Andrews - J. E. Rufty; Columbus - T. Ward Guy; Fayetteville - C. Reid Ross; Dare - Mrs. Mary L. Evans; Franklinton - F. H. Eason; Oxford - Budd E. Smith; Harnett - G. T. Proffitt; Haywood - Mrs. Lucy Tate Jones; Iredell - S. H. Helton; Johnston - E. S. Simpson; Macon - Holland McSwain; Southern Pines - A. C. Dawson, Jr.; Onslow - I. B. Hudson; Orange - G. P. Carr; Tryon - Brank Proffitt; Henderson - W. D. Payne; Fremont - B. F. Simpson.

10 Years Ago

(N. C. Public School Bulletin, September, 1946)

Office Staff Changes recently made: Dr. E. H. Ellinwood, Co-ordinator of the School-Health Co-ordinating Service, resigned effective July 1. T. E. Browne, Director of the Division of Vocational Education, has retired as of September 1. J. Warren Smith, Assistant Director of the Division of Vocational Education, was appointed to succeed Mr. Browne. S. Marlon Justice, Supervisor of Occupational Information and Guidance Service, on leave of absence with the Navy, resigned. Ella Ettephens Barrett, Acting Supervisor, was appointed to succeed Mr. Justice. S. E. Duncan, part-time Acting Supervisor of Negro Schools, was made Supervisor as of July 1.

A. G. Bryant Leaves State For Position In Georgia

Archie G. Bryant, assistant supervisor in trades and industries of the State Department of Public Instruction, resigned his position during the summer to accept a position at the University of Georgia in Athens as assistant state supervisor and teacher-trainer in trade and industrial education.

Bryant was with the Department for five years as assistant State supervisor; and, according to Supervisor Murray D. Thornburg, did an excellent job. Prior to coming to North Carolina, Bryant was a local supervisor in trade and industrial education in Alabama.

Mr. Bryant, who is married and has two children, assumed his new duties in Athens September 1. His successor in the State Department has not yet been chosen.

Board Adopts Budget For Vocational Education

A budget contemplating an expenditure of \$12,988,000 from State, Federal and local funds for the 1956-57 vocational education program was adopted by the State Board of Education at its July 5 meeting.

In accordance with plans the State's part of this budget will be \$3,127,834, whereas the Federal government provides \$7,757,766. In addition to these State and Federal funds, the local units are expected to provide approximately \$2,102,400, thus making a proposed expenditure of \$12,988,000 for vocational education during 1956-57.

All these funds will be expended in eight areas in approximate amounts as follows:

Agriculture	\$3,124,176
Home Economics	2,235,204
Trades and Industries	830,016
Teacher Training	61,203
Distributive Education	248,516
School Lunch Program	4,773,482
Veterans Education	94,067
Veterans Farm Training	1,621,346
Federal funds are to be expended for the following purposes:	
School Lunch program	\$3,434,472
School Lunch Milk	1,209,629
Farmer Training —	
World War II Veterans	65,083
Korean War Veterans	1,556,283
Institutional & on-the-	
job-training	91,627
Regular Vocational	
Program	1,400,672
Total	\$7,757,766

MAKING TODAY'S NEWS

Orange. The Carrboro District Committee has voted to re-open its campaign for a public referendum on a 15 cents supplementary tax for current expense use in its school. *Raleigh News and Observer*, August 10.

Currituck. Currituck County will set school transportation history this year when it starts taking children to school by boat. *Raleigh News and Observer*, August 10.

Henderson. In cooperation with the State Department of Education (Public Instruction), Henderson high school will offer a course in distributive education the coming year, Superintendent W. D. Payne announced. *Raleigh News and Observer*, August 13.

Stanly. Millingport school will gain a school bus this year, according to Principal James Valsame, Albemarle Stanly News and Press, August 21.

Durham. Durham County school buses scheduled for service the coming school year were reported "in better shape this year than any year previously" today by the Grand Jury following an inspection of the 92 buses, now in use. *Durham Sun*, August 29.

Fremont. Fremont school board officials are going forward with plans for building program for Friendship High School after rejecting a bid by Wayne County Board of Education for consolidation. *Wilson Times*, August 3.

Goldsboro. Increased appropriations to match increased enrollment, construction of another elementary school and enlargement of the superintendent's staff were among the major recommendations in a report on a survey of Goldsboro schools made by the University of North Carolina. *Greensboro News*, August 24.

Cabarrus. Sixty-four school buses are ready for last-minute inspection and delivery to drivers for Cabarrus County schools, according to an announcement by Tim Furr, chief mechanic at the county garage. *Concord Tribune*, August 22.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

NORTH
CAROLINA

BULLETIN

October, 1956

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 2

"Are You Sure You Can Go To College?"

"Are You Sure You Can Go To College?" Is the latest in a continuing series of public service advertisements to junior and senior high school students sponsored by General Electric, which appeared in the September 27 and October 4 issues of Scholastic Magazines.

Other General Electric public service advertisements which have appeared in Scholastic Magazines in recent years include "Why Study Math?," "Why Study English?," "Why Study Science?," "Why Work?," and "Why Think for yourself?"

The four-page, two-part advertisement, "Are You Sure You Can Go To College?" is based on a General Electric survey of 78 leading college admissions officers. It reports that an overwhelming majority of the nation's young people who are denied admission to the colleges of their choice miss out because they did not study enough during their high school years or took the "easy" way out in choosing their subjects.

The survey found that of those who are denied admission only 13 per cent lack intellectual ability. Of the remainder, 61.5 per cent have too low high school grades and 25.5 per cent lack specific subject matter.

What is the best guarantee for young people getting into the college of their choice? Here are three essential steps recommended by the college admissions officers polled.

1. Start planning early—even as early as the eighth grade.

2. Take "solid" subjects—English, math and science included. Says one registrar, "Omit the 'frills' offered in many high schools these days and take subjects which afford fundamental training for college."

3. Get good grades—most of these rejected could have placed in the upper part of the class had they taken their high school work more seriously.

**National Symphony Gives
Free Concerts to Seniors**

Free concerts by the National Symphony Orchestra for groups of seniors that visit Washington, D. C., are available next spring from April 17 to May 21, 1957. Mrs. Merriweather Post has offered to sponsor the series of concerts—making the concerts available to visiting students and their chaperones.

Groups expecting to take advantage of the concerts can secure further information and tickets by writing directly to The National Symphony Orchestra, 1779 Massachusetts Ave., N. W., Washington 6, D. C.

**Eight High Schools Added
To State Approved List**

Eight additional public high schools were accredited by the State Department of Public Instruction as of July 1, according to A. B. Combs, Director of the Division of Elementary and Secondary Education.

By meeting the requirements for accreditation, the following schools were approved: North Duplin in Duplin County; Peachland in Anson County; Enka, Clyde A. Erwin, and A. C. Reynolds in Buncombe County; Northern in Durham County; Northwest in Forsyth County; and Littlefield in Robeson County.

All public high schools for white students except 18 are now accredited, Mr. Combs said. These 18 are small, or have not met one or more of the requirements.

**Board Requests Increased Appropriations
For Operation of Public Schools, 1957-59****\$67,766,637 Increase
Administration Included**

Requests totaling \$331,716,246 for operating the public schools for the 1957-59 biennium were made to the Advisory Budget Commission by the State Board of Education on September 20.

These requests, including proposed State administrative costs other than for the Department of Public Instruction, represent an increase of \$67,766,637 over appropriations for the current biennium, or \$70,837,834 more

than the estimated expenditures for that biennium.

An additional request was made by State Superintendent Chas. F. Carroll for \$985,116 with which to operate the State Department of Public Instruction during the next two years beginning July 1, 1957. This request is \$102,135 more than the estimated appropriation requirements of the Department during the current biennium.

On an annual basis the expenditures and requests as to fund purposes are as follows:

Fund	Expenditures		Requests	
	1955-56	*1956-57	1957-58	1958-59
Nine Months School Fund ..	\$121,215,733	\$125,562,815	\$153,875,511	\$157,725,884
State Board of Education	202,942	237,563	258,567	256,384
Vocational Education	2,957,746	3,164,627	3,752,164	4,057,318
Vocational Rehabilitation	447,349	474,004	574,004	674,004
Purchase of Free Textbooks	1,882,021	1,476,862	2,912,435	2,642,057
Purchase of Buses	1,324,075	1,810,000	2,265,796	2,570,750
Adm. of School Construction	59,148	63,527	74,967	76,465
Total	\$128,089,014	\$132,789,398	\$163,713,444	\$168,002,802
Dept. of Public Instruction	361,341	421,640	487,288	497,828
Grand Total	\$128,450,355	\$133,211,038	\$164,200,732	\$168,500,630

* Estimated

Superintendent Carroll Says...

The State Board of Education has appeared before the Advisory Budget Commission and presented a request for substantial increases in funds with which to finance public schools for the 1957-59 Biennium. The requested budget, calling for increases in practically all phases of school operations, was constructed under the conviction that North Carolinians want good schools and are willing to pay for them.

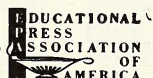
The budget was not prepared in haste. For more than a year members of the finance and research staffs assembled statistics and data upon which decisions could be made and a progressive course of action charted for public education. Although the proposed budget does not include funds with which to provide some of our recognized needs, such as clerical assistance for schools, it is nevertheless realistic and challenging both in scope and content. Basically, it is recommended that North Carolina invest approximately \$165 per year from State funds in each child's education. The present investment of \$135 is far from adequate in a day when excellence in education has to be purchased in a competitive market. Undergirding education opportunity, to the extent requested, would yield incalculable dividends in the future of this State.

This issue of the Bulletin contains an analysis of the projected financial program. It deserves careful thought and study. If anyone should question the wisdom or the ability of the State to afford this budget, he should be reminded that no state has ever become bankrupt because it invested too heavily in education.

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NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction
EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Vol. XXI, No. 2

October, 1956

If American business, agriculture, and industry, whose future depend upon a strong public school system, fail to realize that if we underpay our teachers and drive the able and the dedicated out of the teaching profession because it is too poorly paid and too little respected, then they sound their own death knell.—Thomas C. Boushall, member Virginia State Board of Education.

The only real use of books is to make a man think for himself. If a book will not set one thinking, it is not worth shelf-room. —Joseph Addison.

For the twelfth straight year, school and college enrollments have shown an increase. The 1956-57 total figure, for both public and non-public schools, stands at 41,553,000. Major breakdown: Elementary, 29,618,000; secondary, 8,111,000; higher education, 3,232,000.

When should a high school student apply for admission to college? Traditionally, the suggestion was in January of his 12-grade year. Today, however, college officials recommend students file applications at the end of the junior year or soon thereafter.

How evenly is the cost of public education now spread among the three levels of government? Very unevenly indeed! The figures for 1953-54 were as follows: National—From local sources, 58.1%; from State taxes, 37.4%; and from Federal taxes, 4.5%; North Carolina—From local sources, 25.1%; from State, 67.3%; and from Federal, 7.6%.

North Carolina has a relatively favorable record in the area of juvenile delinquency. The expansion and improvement of child welfare services of various kinds is a major factor in achieving this record, in the estimation of officials of the State Board of Public Welfare.

Your enlightenment depends on the company you keep. You do not know the world until you know the men who have possessed it and tried its ways before ever you were given your brief to run it. And there is no sanity comparable with that which is schooled in the thoughts that will keep. —Woodrow Wilson.

"Promises" for Education

The men who wrote the Republican platform on education devoted 220 words to it; the Democrats devoted 255 words to theirs. There are no striking differences between the two; there is one major agreement: the need for more classrooms. The Republicans promise to support a program "based on sound need and designed to encourage increased State and local efforts to build more classrooms." This plank is in line with the Republican philosophy of stimulating State and local action. The Democrats omit any reference to "sound need;" and instead of "encouraging State and local action," they would "assist States and local communities to build schools."

In their statements on education, the Republicans point with pride to past achievements; promise action only on Federal aid for school construction. The Democrats have less of a record during the past three and a half years to which to point with pride; they promise more.

Thus, the Republicans point to the creation of the Department of Health, Education, and Welfare, the launching of the White House Conference on Education, and the creation of the President's Committee on Education Beyond the High School as their major achievements in education since 1952. The Democrats take credit only for authorizing maximum funds for vocational education during 1956. But they promise (in addition to school construction aid) action for area vocational schools, health and safety measures for all children, better educational opportunities for migratory children, training programs for teachers of exceptional children and for science, and an expanded international education exchange program.—Edpress News Letter.

Are We In Step With The Times?

In 1910, over one-third of the workers in the United States were unskilled and worked at jobs that required little education.

In 1950, the proportion of unskilled workers was only one-fifth of the total labor force and was declining rapidly.

WHICH GROUP DOES NORTH CAROLINA WANT TO BE IN?

We are in step with the times IF:

Our youth are planning to get as much education as they can. Our youth are planning to use their education as the basis upon which to establish careers.

Our youth are not only planning to acquire all the knowledge and experience they can while in school but are also developing the intangible as-

sets they possess like conviction, judgment, and curiosity. We are **out of step** with the times IF:

Our youth are planning to leave school when they don't have to.

Our youth are drifting along not trying to make the best possible use of the educational opportunities offered to them. Our youth have no plans for developing their abilities.

- Men over 45 years of age have completed an average of only 8 years of schooling.

Men in their late twenties have completed an average of 12 years of schooling.

- Ten years ago, 78% of young people 14 to 17 years of age were enrolled in school. Today, 87% in that age group are enrolled.

Cost of Schools...

Too many people are inclined to think of the schools as strictly money-spending institutions.

True, good schools are expensive. They require modern buildings, up-to-date equipment and the finest of teachers and administrators in order to produce results.

But schools also produce markets which are invaluable in every community. Schools must buy supplies and equipment almost every day in order to keep abreast of their educational programs. They also must pay salaries to teachers, administrators, and other personnel. Most of these salaries are spent in the community for lodging, food, clothing and other necessities of life.

These things are important, but by far the greatest value attached to the schools is the earning power they create by their normal system of education. Each year, hundreds of thousands of youngsters advance another grade toward adulthood, each improving his ability and desire to earn and spend money. The living scale in America has advanced tremendously in the past twenty-five years and a great deal of the credit must be credited to education.

So when you are thinking of the schools, don't think of them entirely as money - spenders. Chances are it could be shown by careful analysis that the cost of public education is infinitesimal in comparison to the benefits created by and derived from the system.—The Sidney Telegraph.

- Ten years ago, 65% of young people 16 and 17 years old were enrolled in school. Today 77% are enrolled.

- Ten years ago, 40% of young people in school stayed

(See STEP Page 4)

More White Students Are Taking Science

Science was studied during 1955-56 by 18,881 more white students than was the case in 1953-54, a recent study shows.

Henry A. Shannon, advisor in science and mathematics of the State Department of Public Instruction, who made the study for certain selected years, reports that 97,701 pupils, or 58.4 per cent of the total white high school enrollment in 1955-56, took one or more courses in science—general science, biology, chemistry, physics, and physical science; whereas, two years ago the number was 78,820, representing 51.6 per cent of the white enrollment that year. In 1951-52, approximately one-half, 72,775, of the white high school students took science.

Mr. Shannon's study covered 632 white high schools for 1955-56. No similar study was made for Negro schools. Other findings relating to white schools reported by Shannon were as follows:

- 141 high schools taught both chemistry and physics in 1955-56, 16 more than the preceding year.

- 536 schools (84.8%) taught either chemistry, physics, or both.

During the two-year period—1954-55 and 1955-56.

- 535 schools (84.7%) taught chemistry.

- 423 schools (66.9%) taught physics.

- 42 schools (4,662 pupils in 1955-56) did not teach either chemistry or physics.

- 590 schools (93.4%) taught either chemistry, physics, or both.

During 1955-56, there were:

- 1,203 persons teaching one or more classes of science.

- 135 (11.2%) were not certified to teach science, but this is better than the 15% in this group in 1952-53.

- 434 schools have gas in science departments.

- 178 schools did not have gas.

The science departments of the 632 schools were rated by Shannon as follows:

- 216 schools—good
- 339 schools—fair
- 77 schools—poor

A good science department, according to Shannon, will need to spend approximately \$2.00 per year per student taking science in order to keep the department "good," that is with facilities necessary to do good work in all the sciences. Those departments rated "fair" will need to make varying ex-

penditures to purchase needed scientific supplies and equipment, and to provide work space and adequate storage. The 77 "poor" departments need complete renovations or new departments. Aside from these departments that need to make expenditures in order to provide "good" departments, Shannon points out the situation of "fragmentation of teaching" as a weakness of some departments. This refers to situations in which science teaching is divided among several teachers when one or two might do a better job.

The following table shows schools and enrollment figures in science subjects for three recent years:

	1951-52	1953-54	1955-56
General Science—			
Schools	528	527	557
Enrollment	22,311	24,245	34,768
Biology—			
Schools	639	626	625
Enrollment	37,543	40,616	45,196
Chemistry—			
Schools	381	381	399
Enrollment	8,377	9,142	11,128
Physics—			
Schools	245	246	278
Enrollment	4,320	4,451	5,784
Physical Science—			
Schools	8	12	30
Enrollment	224	366	825
Total Enrollment	72,775	78,820	97,701
H. S. Enrollment	144,404	152,821	167,308
Per Cent Taking Science	50.4	51.6	58.4

United Kingdom Teachers Exchange Positions With N. C. Educators

Two North Carolina teachers left the United States on August 4 to exchange positions with teachers of the United Kingdom.

Nancy E. Gullede, teacher in Greensboro's Wiley School, went to Petersborough, England, to exchange positions with Trevor E. Melbourne. Gladys Ellis, teacher in the Haselrigge Primary Girls' School, London, England, is now teaching in the F. B. John School, Salisbury, on an exchange basis with Sarah M. Morrison.

Geneva J. Holmes of Fayetteville State Teachers College has gone to Sierra Leone, Africa, one of the United Kingdom Colonial areas without exchange.

Photo Contest Offers Recognition Opportunity

High school students will again have an opportunity to gain national recognition for themselves and their schools through the 12th Annual (1957) National High School Photographic Awards, recently announced by Eastman Kodak Company. The competition has been placed on the approved list of national contests and activities for 1956-57 by the National Association of Secondary-School Principals.

Open to students throughout the United States and its territorial possessions, the contest recognizes achievement in photography with a total of \$5,000 in prizes, and certificates of merit. In addition, a selection of the winners will be made to form a traveling salon for use by schools. The current exhibit and salons from previous contests are now in circulation, and are available to high schools without charge or payment of mailing costs.

The new competition is open to students in daily attendance (grades 9-12) at any public, private, or parochial high school. There is no limit to the number of photos an entrant may submit. The primary qualifications are that the pictures must have been taken by the students themselves, since April 1, 1956, and that these same photos have not been previously entered in any national contests. Entries can be sent in between January 1 and March 31, 1957. Winners will be announced in May, 1957.

Entries will be judged in four classes: (1) School Activities; (2) People (no school pictures); (3) Pictorials; (4) Animals and Pets. The following prizes will be given for each class: First, \$300; Second, \$200; Third, \$100; Special Award, \$50. There will also be 240 Honorable Mention Awards of \$10 each.

Full information about the awards and the traveling salon may be obtained from the National High School Photographic Awards, 343 State Street, Rochester 4, New York.

STEP

(Continued from Page 3)

to graduate. Today, 55% stay to graduate.

ARE NORTH CAROLINA YOUTH AMONG THEM? ARE WE TEN YEARS BEHIND THE TIMES?

IS NORTH CAROLINA IN STEP WITH THE TIMES?

(Adapted from Release of U. S. Departments of Labor and Health, Education and Welfare)

College Teacher Shortage Most Acute in Field of Physical Sciences

Shortage of qualified teachers for the colleges of the nation is much greater in the field of physical sciences than in any other field.

This fact is disclosed in a recent survey by Dr. John K. Folger, Research Associate of the Southern Regional Education Board. Based on information from about two-thirds of the colleges, Dr. Folger undertook to compare the situation with reference to college teacher supply and demand in the South to that of the nation. On the point of unfilled positions, he found "that in both the South and the nation, over half the institutions said they had unfilled jobs."

"The shortage of teachers," he reported, "is much more acute in some fields than others. Less than one per cent of the institutions reported faculty shortages in journalism, law, philosophy, and religion, while about three-fourths of the institutions reported shortages of faculty in the physical sciences. The shortage fields in the South are generally the same as those in the nation, suggesting strongly the national character of the market for teachers."

The following table showing per cent of institutions reporting shortage of qualified teachers in 1953-54 or 1954-55 by field of teaching was prepared by Dr. Folger:

Field	South	Nation
Agriculture	3.5	2.2
Biological Sciences	7.1	5.4
Business and Commerce	18.2	15.8
Education	14.1	16.9
Engineering	14.1	15.1
English	8.1	5.1
Fine Arts	6.6	6.1
Foreign Language	5.1	3.3
Health Sciences	4.5	4.7
Home Economics	14.1	13.4
Industrial and Vocational Arts	4.5	3.1
Journalism	0.5	0.5
Law	0.5	0.3
Library Science	3.0	2.5
Mathematics	39.4	29.0
Philosophy	0.5	0.5
Physical and Health Education	6.1	7.8
Physical Sciences	75.3	69.3
Psychology	5.6	6.8
Religion	1.0	0.3
Social Sciences	13.1	9.9
No Shortage	0.5	4.4

Institute Publishes Annual Census of Educational Exchange Personnel

Data on almost 55,000 persons who traveled between the United States and foreign countries for educational purposes is contained in *Open Doors*, 1955-56, published recently by the Institute of International Education, 1 East 67th Street, New York City. The 48-page booklet reports on five surveys of educational exchanges made during the past year: foreign students, foreign physicians, foreign scholars, U. S. students, U. S. scholars.

There were 43,309 foreign citizens in the United States for educational purposes in 1955-56: 36,494 students, 6,033 doctors, and 782 teachers and researchers. Criteria for foreign exchanges in all cases included foreign citizenship and permanent residence in a foreign country.

The surveys report on 10,732 Americans abroad: 9,457 students abroad in 1954-55, and 1,275 U. S. faculty members abroad during 1955-56. Additional time was needed to complete the U. S. student survey which was mailed to 1,000 institutions of higher education in 75 countries and political areas around the world.

Open Doors contains specific data on American students at foreign institutions of higher education and on U. S. faculty members overseas on teaching or research assignments. While there are inevitable limitations to the completeness and accuracy of the data, it provides an interesting picture of the thousands of Americans overseas on educational assignments.

The increase in the number of foreign students in the U. S., especially of students from the Far East, accounts for an almost 9% increase this year in the number of foreign citizens in the U. S. for educational purposes. Last year there were 9,838 students from the Far East; this year, 11,202. Except for this rise, previous trends continued. The largest group of foreign personnel training and teaching in the U. S. came from the Far East (13,301), followed by Latin America (9,879), Europe (7,336), North America (5,667), the Near and Middle East (5,358), Africa (1,315), and Oceania (419).

The majority of the 10,732 Americans abroad were in Europe, while substantial numbers were in Latin America and Canada. Totals by area of U. S. citizens training and teaching abroad were: Europe, 6,228; Latin America, 1,679;

North America, 1,454; the Far East, 863; the Near and Middle East, 306; Oceania, 114; and Africa, 72.

"It is significant that the exchange of persons between the U. S. and Europe was almost equal numerically, whereas in exchanges with all other areas of the world the scales were tipped in favor of the foreign persons coming to the U. S.," the report notes. There was extreme imbalance in the case of Far Eastern Countries, which sent 13,301 citizens to the U. S. and received only 563 Americans.

"In terms of percentages rather than actual numbers, 58% of the Americans abroad were in Europe, whereas Europeans represented only 17% of the total number of foreign citizens in the U. S."

38,188 Students Graduate in 1955-56

Graduates from North Carolina's 854 public senior high schools operating in 1955-56 totaled 38,188, highest number in the history of the State.

This fact and other information concerning the high schools were made public recently by A. B. Combs, Director of the Division of Elementary and Secondary Education for the State Department of Public Instruction. This record of graduates, Mr. Combs stated, was 1,587 greater than the number completing a high school education in 1954-55, and 7,423 more than in 1950-51.

Of the total graduates in 1955-56, more than three-fourths (29,141) were white; the remaining 23.7 per cent (9,037) were Negroes. More than half, 53.8 per cent of the whites were girls, whereas 57.5 per cent of the Negroes were girls.

Other information released by Mr. Combs about the public high schools included the following:

227,713 were enrolled in high school in 1955-56;

215,070 in 1954

12,643 increase

167,308 white students

60,405 Negro students

81,294 white boys

86,014 white girls

27,522 Negro boys

32,883 Negro girls

9,404 teachers

7,136 white teachers

2,268 Negro teachers

Counties Vary Widely in Percentage Of Graduates Attending College

**Range from 7.6% in Tyrrell
To 48.1% in Pasquotank;
State Average is 31.3%**

Per cent of the 1955 high school graduates of the State attending college in the 100 counties (including cities) varied widely, according to a recent study of these graduates by Nile F. Hunt, Co-ordinator of Teacher Education, State Department of Public Instruction.

The range of per cents including all races was from a low of 7.6 per cent in Tyrrell County to a high of 48.1 per cent in Pasquotank (including Elizabeth City). State average was 31.3 per cent.

Separating county and city units, Mr. Hunt found an average difference of 18.0 per cent. In the 100 county administrative units, only 25.3 per cent (6,051) of 23,940 high school graduates went to college, whereas 43.3 per cent (5,179) of the 11,957 graduates in the 74 city administrative units attended college.

On a racial basis, an average of 32.3 per cent of white and Indian graduates attended college, whereas 28.0 per cent of Negro graduates enrolled in college. The differences in percentages among county and city units vary as to race—20.6 per cent in the case of white and Indian and 12.0 per cent for Negroes. The highest average per cent among these groups is in the city units for white students, where 46.4 per cent of the 1955 graduates attended college.

In 15 of the 100 counties, including city units, more than 40 per cent of white graduates attended college. In 11 counties 40 per cent or more of the Negro graduates attended college. In only nine counties did 40 per cent or more of all graduates attend college. These counties were: Alamance, Gaston, Guilford, Hertford, Madison, Mecklenburg, Pasquotank, Pitt and Wake.

The accompanying table gives these and other facts concerning these 1955 high school graduates.

**PERCENTAGE OF 1955 GRADUATES
ATTENDING COLLEGE, BY COUNTIES**

County	White & Indian	Negro	Total
Alamance	40.2%	40.0%	40.2%
Alexander	19.8	00.0	18.7
Alleghany	25.5	.....	25.5
Anson	26.0	22.5	24.8
Ashie	25.4	.....	25.4
Avery	28.7	.....	28.7
Beaufort	27.5	20.9	25.5
Bertie	31.1	15.6	23.0

Bladen	24.7	17.5	21.6
Brunswick	21.3	22.0	22.4
Buncombe	29.8	24.7	29.3
Burke	27.1	29.7	27.4
Cabarrus	30.2	08.0	27.1
Caldwell	26.2	37.8	27.0
Camden	29.6	.....	29.6
Carteret	35.7	41.3	36.4
Caswell	18.4	19.1	18.8
Catawba	40.2	31.1	39.3
Chatham	22.7	12.1	19.6
Cherokee	18.7	.....	18.7
Chowan	36.7	29.5	34.1
Clay	14.4	.....	14.4
Cleveland	31.3	34.9	32.1
Columbus	28.2	27.8	28.1
Craven	43.3	18.9	35.7
Cumberland	28.7	36.3	30.8
Currituck	19.4	14.2	17.7
Dare	34.8	00.0	34.0
Davidson	34.7	12.9	32.7
Davie	19.6	09.0	18.6
Duplin	24.5	20.4	23.1
Durham	43.5	29.4	38.2
Edgecombe	31.0	15.2	22.6
Forsyth	31.0	48.5	35.1
Franklin	32.5	26.5	30.5
Gaston	41.0	43.0	41.3
Gates	35.4	09.8	19.5
Graham	28.8	.....	28.8
Granville	30.0	27.4	28.7
Greene	19.9	11.2	16.2
Guilford	42.6	44.6	42.9
Halifax	34.4	18.3	27.3
Harnett	24.2	18.5	22.9
Haywood	23.0	25.0	23.1
Henderson	27.8	06.5	31.1
Hertford	46.2	35.4	40.7
Hoke	40.3	19.4	29.0
Hyde	29.3	19.3	24.6
Iredell	34.7	20.9	32.6
Jackson	20.2	20.0	20.3
Johnston	26.4	30.0	27.2
Jones	25.2	40.9	31.9
Lee	38.2	42.5	38.9
Lenoir	36.7	30.3	34.5
Lincoln	25.9	25.0	25.8
Macon	23.8	.....	23.8
Madison	40.1	.....	40.1
Martin	32.1	26.3	30.5
McBowell	28.5	05.5	27.0
Mecklenburg	43.1	44.5	43.5
Mitchell	21.1	.....	21.1
Montgomery	29.8	18.3	27.2
Moore	32.0	35.3	32.8
Nash	31.3	34.1	32.2
New Hanover	27.5	27.2	27.4
Northampton	35.0	31.8	33.4
Onslow	23.2	53.1	29.5
Orange	32.9	17.1	26.7

Navy to Select 2000 Men For ROTC College Training

For the eleventh consecutive year the Navy is preparing to select two thousand and candidates for college training in the Naval Reserve Officers Training Corps (NROTC).

Those young men selected will enter colleges and universities throughout the country as Midshipmen, Naval Reserve, in September 1957, to pursue their studies.

Features of the program include:

Payment of tuition, fees, and books for four years

Payment of fifty dollars per month for four years

Midshipmen uniforms

Draft deferment

Commission in the Navy or Marine Corps upon graduation

The annual national-wide qualifying examination for candidates will be conducted on Saturday, December 8, 1956, at supervised testing centers in cities throughout the United States and territories; deadline date for receipt of applications for the Navy College Aptitude Test is November 17, 1956.

Pamlico	23.7	21.2	23.0
Pasquotank	41.6	61.5	48.1
Pender	19.5	43.5	25.8
Perquimans	42.7	10.0	26.2
Person	24.5	17.2	21.6
Pitt	48.1	36.1	44.6
Polk	29.5	20.0	29.1
Randolph	23.5	22.2	23.5
Richmond	30.4	13.4	25.5
Robeson	39.7	32.3	37.1
Rockingham	22.0	32.7	24.0
Rowan	36.6	31.0	35.6
Rutherford	32.3	11.0	30.1
Sampson	31.8	19.7	28.3
Scotland	35.1	27.1	32.3
Stanly	30.0	22.2	29.4
Stokes	13.8	23.5	14.7
Surry	26.5	33.3	26.8
Swain	38.5	.....	38.5
Transylvania	32.5	.....	32.5
Tyrrell	13.7	00.0	07.6
Union	30.7	26.4	30.0
Vance	30.2	28.5	29.5
Wake	46.1	31.5	42.0
Warren	30.1	16.1	21.0
Washington	30.7	18.9	25.7
Watauga	34.3	.....	34.3
Wayne	37.6	18.8	31.3
Wilkes	20.0	18.1	19.7
Wilson	40.2	23.5	34.8
Yadkin	18.5	25.0	19.0
Yancey	23.6	.....	23.6
Average	32.3%	28.0%	31.3%
County units	25.8	23.2	25.3
City units	46.4	35.2	43.3

Superintendents Name Steps To Improve Teacher Supply

Superintendents of the 174 school administrative units suggested eleven ways for improving the quality and supply of public school teachers in a recent statement on a "Report Card for Parents," issued by the North Carolina Education Association.

Suggestions listed are:

- Better Salaries
- Extended Term of Employment
- Clerical Assistance for Schools
- Future Teacher Clubs
- Teacher Security
- Reduced Class Size
- Scholarship and Tuition Assistance
- Improved Certification Factors
- Adequate Supplies and Facilities
- Improved School and Community Relations
- Adequate Sick Leave

Study Council Accredits Correspondence Schools

Twenty-five correspondence schools have just been accredited by the National Home Study Council, the accrediting association for private home study schools. It was announced recently by Dr. Homer Kempfer, Executive Secretary of the Council.

In recent months an Accrediting Commission of prominent educators thoroughly inspected all private home study schools which applied. Of the total group scattered throughout the nation, twenty-five schools were found to meet the rigid standards required for accreditation.

To be accredited by the National Home Study Council, a school must offer educationally sound and up-to-date courses, have a competent faculty, admit only qualified students, advertise truthfully, keep its tuition charges reasonable, show a good record of ethical relationships with students, and be financially sound.

The National Home Study Council has been the standard-setting agency for private home study schools for thirty years.

For further information about correspondence schools which meet high standards, people may inquire for the *Home Study Blue Book* at public libraries or of high school guidance counselors. A list of accredited schools is available without charge from the National Home Study Council, 1420 New York Ave., N. W., Washington 5, D. C.

National Office Releases Fact Sheet

In response to requests from national organizations for up-to-date information in brief from an activities in the field of education, the Office of Education has initiated an *Education Fact Sheet*. Some of the information included in the August issue of this Sheet is presented below:

American Education Week. Fifty-eight tailor-made helps for observance of American Education Week, November 11-17, are available from the National Education Association, which sponsors AEW, together with the American Legion, National Congress of Parents and Teachers, and the U. S. Office of Education.

School Boards Association. Responsibility and potential of the National School Boards Association for improvement of public education is one of four considerations to be included in a program of self study and analysis now being planned. The project will be financed by a \$65,000 grant for research and development made to the Association by the Fund for the Advancement of Education.

Also to be included in the project will be an analysis and definition of the major issues in education which will require direct citizen action, an evaluation of needs of State school board associations for expanded and more effective roles, and study of the best organizational means of arousing citizen interest in education.

Preliminary findings of the study commission for the project will be reported in Atlantic City next February prior to the annual convention of the National School Boards Association.

Chamber of Commerce. The July 1956, issue of *News and Cues* of the Chamber of Commerce of the United States is devoted to the Nation's teachers. Titled "Help Building The Teacher Supply Through Teacher Recognition Programs," the special issue reports on and considers ways in which teacher prestige can be stimulated in local communities and States by selection of outstanding teachers for special recognition.

Financing Education. Reports of 43 State conferences, which preceded the White House Conference on Education have been examined by the School Finance Section of the U. S. Office of Education. Recommendations, formally

adopted or implied include: (1) To provide additional local sources of revenue for schools; (2) To improve the assessment of property for taxation purposes; (3) To raise the legal limit on the issuance of bonds for school construction; (4) To provide larger State appropriations for schools; (5) To provide State assistance for local school construction; (6) To improve methods and formulas for distribution of State school funds; and (7) To make further studies of provisions for financing the schools.

Teacher Recruitment. "Education Briefs," Number 32, Office of Education, reports on what some States are doing to solve the shortage of elementary school teachers. Highlights include: Indiana and North Carolina studies of teacher turnover; the Kansas, New York, New Jersey, Connecticut, and Illinois comprehensive recruitment programs; at least 21 States have State-financed or State-institution-financed scholarships or other forms of financial aid for students preparing for the teaching profession.

Beyond the High School. Plans are being made by the President's Committee on Education Beyond the High School for six regional conferences to be held during the first six months of 1957. To prepare for these conferences, the Committee, at its third meeting, held on July 13, divided into four subcommittees to conduct studies in the following four major problem areas: Arthur G. Coons, President, Occidental College, will serve as Chairman of Subcommittee I, planning a study of the question, What is the demand for post high school education now and for 10 to 15 years?; the question, What are the resources to meet the demand now and in 10 to 15 years? will be dealt with by Subcommittee II under chairmanship of Katharine E. McBride, President, Bryn Mawr College; a third question, What proposals have been made for modification and improvement will be studied by Subcommittee III, with Paul C. Reinert, President, Saint Louis University, as chairman; Laurence F. Whittemore, Chairman of Board, Brown University, serving as Chairman of Subcommittee IV, will direct study of the question, What are and what should be the relationships between the Federal Government and education beyond the high school.

State School Facts

Charts Show Progress of 1943-44 First Grade Enrollment Through the Public Schools of State

Charts presented at the right depict the first grade enrollment in the public schools of the State in 1943-44 as the pupils representing that enrollment progressed year by year through the grades to high school graduation in 1954-55.

FIRST CHART

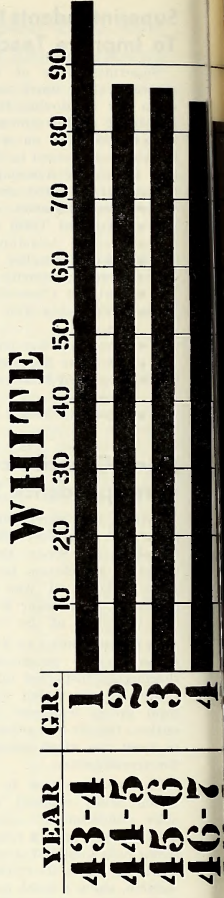
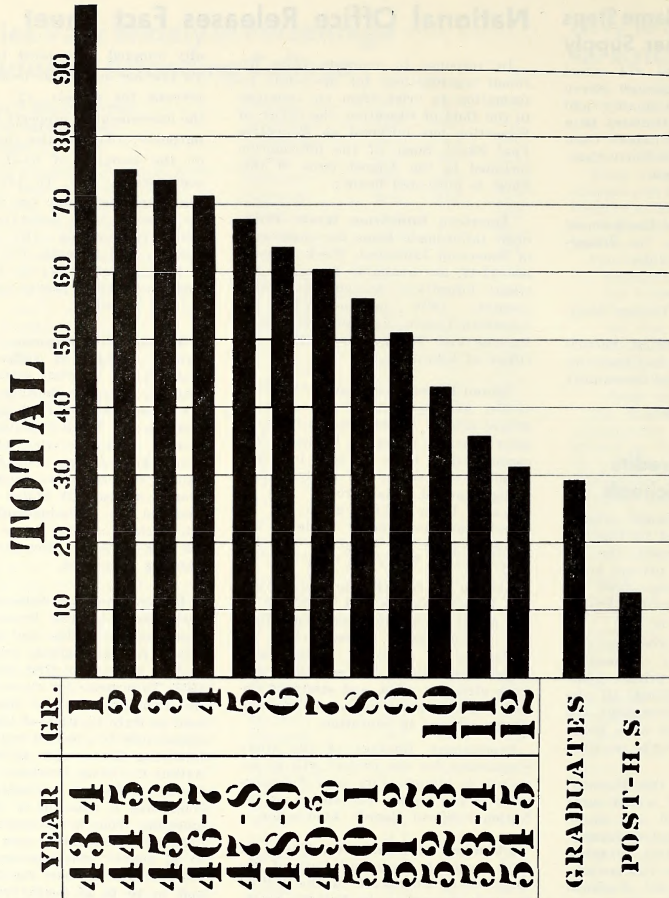
The first chart represents the total first grade enrollment of 125,097, 72-444 white and 53,253 Negro pupils as 100 per cent in 1943-44. The following year in 1944-45 there were 94,383 pupils enrolled in the second grade, 31,314 fewer pupils than the preceding year's first grade, or approximately 75 per cent of the original number.

As this chart clearly shows, this 1943-44 first grade enrollment continues to decrease from year to year, although not as much as from the first to the second year, until there were 30,811 high school graduates in 1954-55, this number representing 29.3 per cent of the original first grade.

It will be observed that a few more than 50 per cent of this 1943-44 first grade enrollment reached high school. It will be noted also that approximately 12½ per cent of this first grade enrollment, about 43 per cent of those who graduated, pursued their formal education beyond high school, and this percentage includes those who entered military service.

SECOND CHART

The second chart indicates the progress of white pupils following enrollment in the first grade in 1943-44.



Approximately 65 per cent of the original first grade entered high school. More than 40 per cent of the original first grade graduated in 1954-55, and 17.1 per cent including those who entered military service continued their formal education beyond high school.

Of the 28,121 white graduates from high school in 1954-55, 32.3 per cent enrolled in college; 6.5 per cent enrolled in business school, trade school and nurses training; and 6 per cent entered military service.

THIRD CHART

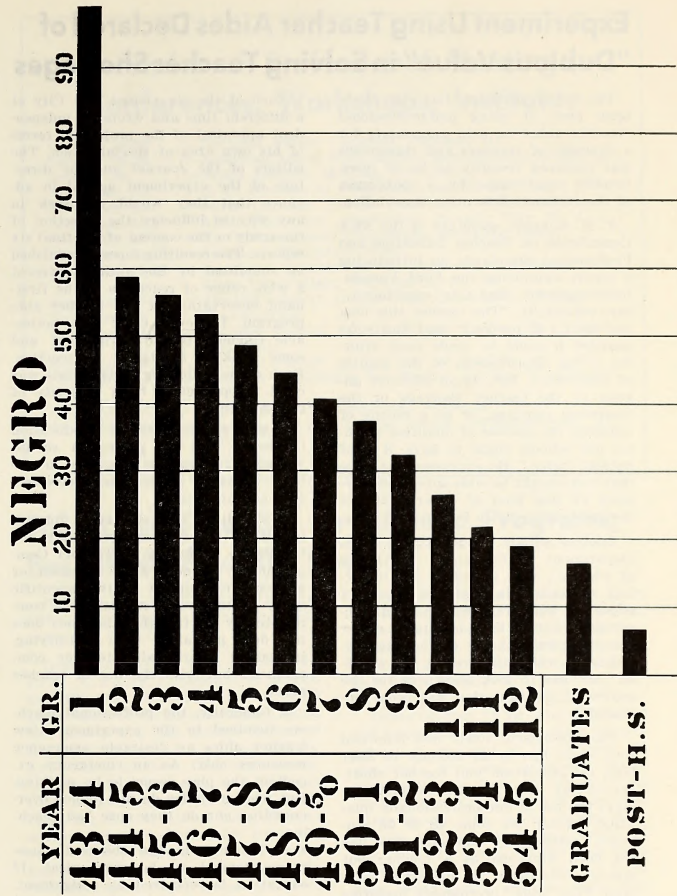
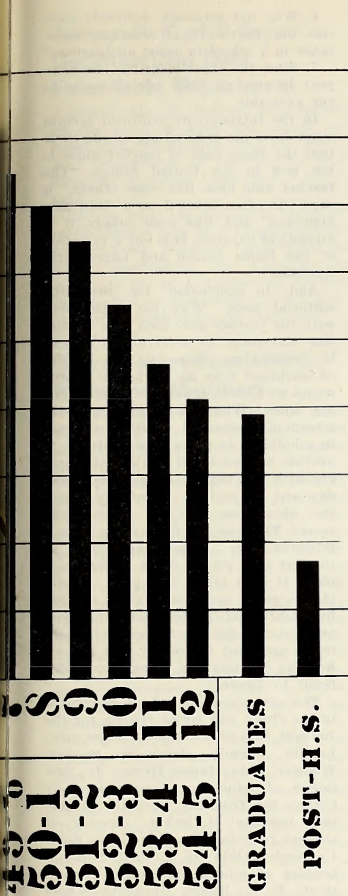
The third chart shows the progress of 53,253 Negro pupils who entered the first grade in 1943-44 to 1954-55 when 8,569, or 16.2 per cent, graduated from high school.

Biggest drop, or loss, in this group occurred in passing from the first to the second grade in 1944-45 when this grade numbered 31,298, or 58.8 per cent of those enrolled the preceding year in the first grade. Years following this drop show gradual decreases to a final 9,505 in the twelfth grade in 1954-55—17.9 per cent of the original first grade in 1943-44. Of this twelfth grade, 8,569 graduated and 3,458 of these graduates (40.4%) continued their formal education (including military service) beyond high school.

PERCENTAGE

The following table shows by races the percentage remaining at each grade level of the 1943-44 first grade enrollment:

Year	Grade	White	Negro	Total
1943-44	1	100.00	100.00	100.00
1944-45	2	87.08	58.80	75.11
1945-46	3	86.48	56.15	73.60
1946-47	4	84.58	53.21	71.27
1947-48	4	81.90	48.71	67.82
1948-49	6	77.79	44.62	63.71
1949-50	7	75.11	40.82	60.37
1950-51	8	69.94	37.28	56.09
1951-52	9	64.79	32.45	51.07
1952-53	10	55.28	26.47	43.06
1953-54	11	46.49	21.62	35.93
1954-55	12	41.27	17.90	31.33
Graduates				38.94
Post H. S.				17.13
				29.28
				12.61



Experiment Using Teacher Aides Declared of "Dubious Value" in Solving Teacher Shortages

The widely publicized Bay City, Michigan, plan of using non-professional "teacher aides" to help compensate for a shortage of teachers and classrooms was declared recently to be of questionable significance by a spokesman of the National Education Association.

T. M. Stinnett, secretary of the NEA Commission on Teacher Education and Professional Standards, in introducing a report appraising the Ford Foundation supported "Bay City experiment," says editorially, "The teacher aide idea has merit; if properly used and safeguarded it could be made most fruitful in the improvement of the quality of instruction. But, as an effective answer to the teacher shortage or the classroom shortage, or as a means of reducing the number of qualified teachers our schools ought to have, it is of dubious value." He expressed the hope that there might be wide-spread employment of this kind of experiment but designed primarily to improve teaching.

Another author, Francis Chase, head, Department of Education, University of Chicago, who is one of six impartial specialists in different areas of education who prepared the report, observes, "There is little to support either the exaggerated hopes or the aggravated fears which the project has aroused; one has to look elsewhere for the source of the heat that has been generated."

The experiment itself was launched four years ago in an attempt to meet both the classroom and teacher shortage in Bay City. The general plan employs the use of one professionally qualified teacher for some 48 to 55 students, assisted by someone who has not been prepared as a teacher but selected because of an interest in children. This "aide" presumably preforms "non-instructional" duties.

The report, published in the June *Journal of Teacher Education* by the NEA commission, is an attempt to get an independent appraisal of the experiment for the guidance of the profession and the public. The six "investigators" were selected jointly by the commission and the Bay City directors from the following areas of education: child psychology, school superintendency, teacher college administration, educational experimentation, curriculum development and classroom teaching.

Each of the six visited Bay City at a different time and wrote an independent appraisal of the project in terms of his own area of specialization. The editors of the *Journal* and the directors of the experiment agreed in advance that they would not seek in any way to influence the direction of the study or the content of the final six reports. The resulting reports, published as submitted by the authors, present a wide range of reactions to the first-hand observation of the teacher aide program. However, there is a noticeable common thread throughout and some striking similarity of reaction. Each of the following seven points was cited independently by a majority of the specialists.

1. Bold experimentation in education is needed, and the profession should welcome any serious research in the basic areas of curriculum, procedures and organization.

2. The Bay City experiment, formally titled, "A Cooperative Study for the Better Utilization of Teacher Competencies," is not "real" research or a "real" experiment in the scientific sense of the word. Appraisal is complicated by the fact that the study does not deal primarily with identifying, increasing or releasing teacher competencies but with the use of teacher aides.

3. Generally, the professional teachers involved in the experiment view teacher aides as desirable emergency measures only. As an emergency expedient the plan seems to be working. But teachers aides do not reduce overcrowding nor do they cure bad teaching.

4. Teaching in the observed classrooms tended to be mechanical. If education is conceived as assignment, memorization and examination only, then the plan may work.

5. The professional teacher needs contacts with pupils in all aspects of classroom work, even drill and checking papers, to see where mistakes are being made, correct errors at their source and attempt to avoid possible failures. Teachers aides are not really teacher aides but pupils aides, and the experiment, therefore, is not operating so much to relieve the teacher of non-professional duties as it is to make the aide another teacher in the classroom. Thus the Bay City plan is simply a new idea for preparing teachers.

6. Why not maintain desirable class size but provide staff clerical assistance in a school to assist all teachers?

7. Since the experiment has one more year to run, no final evaluation is as yet available.

In the introductory editorial certain other facts are pointed up, among them that the basic idea of teacher aides is not new in the United States. "The teacher aide idea, like some others," it says, "is often labeled as a 'bold new approach' and, like some others, it is already of old time. It is but a variation of the Dame School and Lancasterian Systems."

And, in conclusion, Dr. Stinnett's editorial asks, "Why not experiment with the teacher aide idea in a normal size classroom to ascertain if it can be fruitful in improving the quality of teaching? Why not authorize experiments with clerical helpers for teachers, not aides? Why not experiment with a team of unassigned, qualified teachers in a building to serve as substitutes, to provide harassed and overloaded teachers with rest periods during the school day and to perform all of the duties the aides can perform, plus many more? The cost would not be more—probably less. . . . The plain truth is, the Bay City plan is not a teacher aide plan. It is a pupil aide plan. . . . And, please, could some method be devised for identifying 'professional' and 'non-professional' duties of teachers? These terms are used frequently and loosely. But the dividing line is extremely difficult to locate."

The six educators who participated in the study and wrote reports for the *Journal*, in addition to Dr. Chase, are: Lucille Carroll, classroom teacher, Wooster, Ohio; James Hymes, Jr., professor of education, George Peabody College for Teachers, Nashville, Tennessee; Dorothy McCuskey, director of student teaching, Bowling Green State University, Ohio; G. E. East, Superintendent of schools, Westport, Connecticut; P. G. Rulon, Graduate School of education, Harvard University, Cambridge, Massachusetts; and Charles B. Park, Central Michigan College, Mount Pleasant, director of the Bay City project, who prepared the first chapter giving an overview of the experiment and a description of progress to date.

Superintendent Honored

Superintendent B. L. Smith of Greensboro has been appointed to membership on the Resolutions Committee of the American Association of School Administrators. The 1957 Convention will be held at Atlantic City February 16-21.

Annapolis C of C Says Get Maryland Data From State Department

School children desiring information on the State of Maryland should request such information from the Maryland Department of Information, Old Treasury Building, Annapolis, Maryland.

This is what the Annapolis Chamber of Commerce says in a communication to the North Carolina Department of Public Instruction. The Chamber, it states, is not in a position to provide information on Maryland, but will provide, if desired, same for Annapolis.

Board Passes Resolutions Re Former Members

Resolutions with reference to three former members of the State Board of Education were passed at its August 31 meeting.

In a resolution honoring the memory of Paul S. Oliver, member representing the fourth educational district, who died on July 14, the Board acknowledged "with gratitude the services rendered to the Board and to the State of North Carolina . . . On April 22, 1949, Governor Kerr Scott appointed Mr. Oliver to membership on the State Board of Education for an eight-year term to succeed the Honorable H. E. Stacy of Lumberton. In this capacity he demonstrated his faith in public education by giving generously of his interest and ability."

In a statement of appreciation of Claude Farrell, who resigned to accept a position with the North Carolina Education Association, the Board "notes with sincere regret the resignation of Claude Farrell. During his years of service on the State Board of Education he rendered devoted service to the public schools of North Carolina, and his voice and vote always indicated his keen interest in the advancement of public education."

In appreciation of the long service rendered by Sanford Martin, its Chairman, "the Board of Education accepts the resignation of the Honorable Sanford Martin with deep regret, but with hearty appreciation of the leading role that he has played in the educational program of North Carolina, not only as a member of this Board, but in a lifetime of devoted service to this great cause. During his thirteen years of service on this Board, the members have drawn strength and inspiration from his sage advice and counsel."

Calendar of Professional Meetings, Conferences, Workshops, Institutes

October 20-26	—National Safety Congress, Chicago, Ill.
October 22-25	—American School Food Service Association, Chicago, Ill.
October 26	—NCEA District Meeting, Greenville
November 7-8	—N. C. Division of Principals, Greensboro
November 8-9	—North Carolina College Conference, Winston-Salem
November 9-13	—Adult Education Association, Atlantic City, N. J.
November 11-13	—N. C. Supervisors Conference, Southern Pines
November 11-16	—American Education Week
November 11-17	—American Association of Land-Grant Colleges and State Universities, Washington, D. C.
November 19-21	—American Speech and Hearing Association, Chicago, Ill.
November 22	—Thanksgiving
November 22-24	—National Council for the Social Studies, NEA, Cleveland, Ohio
November 22-24	—National Council of Teachers of English, St. Louis
Nov. 29-Dec. 1	—National Association for Mental Health, Washington, D. C.
December 4-5	—Superintendents Conference, Durham
February 16-21	—American Association of School Administrators, Atlantic City

868 Schools Report on Athletic Programs; Basketball Favorite Sport

Basketball continues to be the favorite athletic sport among the high schools of the State.

Based on reports from 868 schools, Dr. J. L. Pierce, Consultant in Health and Physical Education of the State Department of Public Instruction, found for 1955-56 that 859 schools sponsored basketball teams for boys and 797 for girls. These numbers, Dr. Pierce stated, represent 98.8 per cent and 91.8 per cent, respectively, of the total schools reporting. In the case of boys, 13 more schools reported basketball than the year before; whereas, for girls, five fewer schools reported this sport. In both instances, the percentage of schools sponsoring basketball of the total reporting was slightly less in 1955-56 than in 1954-55—boys 99.7 to 98.8; girls 94.6 to 91.8.

Baseball ranked second in popularity among the public high schools with 656 of the 868 schools reporting sponsoring such interschool activity. Here, too, there was a slight decrease in percentage of schools from the preceding year—76.8 to 75.6.

Football, on the other hand, third in popularity, increased from 408 to 425 schools—percentagewise from 48.1 to 48.9.

Track events were sponsored by 93 of the 868 schools reporting, having increased from 78 the year before. Other athletic sports were engaged in by the schools as follows: softball, 38; golf, 27; tennis, 33; wrestling, 10; swimming, 5; and soccer, 2.

Other findings by Dr. Pierce included the number of sports sponsored by each school. A majority of the schools (69 per cent), he found, sponsored two or three activities. Only 105, about 12 per cent, sponsored a program of more than three sports. The record shows that: 18 per cent sponsored one sport; 37 per cent, two sports; 32 per cent, three sports; 8 per cent, four sports; 2 per cent, five; and 3 schools, more than six. A number of schools, because of geographical location or small number of students, have no program of interschool athletics, Pierce found. "We should hope," Pierce said, "that the time will come when the great majority of our schools can report that their sports program includes three or more sports, or at least one sport for each of three seasons."

"One of the more encouraging facts learned from the reports is that 143 schools sponsored or participated in one or more sports or play days. This type of activity continues to increase each year."

Nation's School Enrollment Rises

The Nation's total school and college enrollment will reach an all-time peak of 41,553,000 in 1956-57, according to estimates made public recently by the U. S. Office of Education.

Shortages of classrooms and qualified teachers will be somewhat reduced, although still serious, the Office states.

This will be the twelfth consecutive year that the total enrollment of schools, colleges, and universities has shown an increase. The 1956-57 estimated enrollment will be 1,754,300 higher than the previous peak enrollment of 39,798,700 recorded in 1955-56.

Enrollment estimates show that private and public school enrollment in kindergarten through grade 8 will total 29,618,000. Last year's elementary school enrollment was 28,514,200. The increase this year is 1,103,800.

High school enrollment for 1956-57 is estimated at 8,111,600. This is a step up of 364,500 high school students (grades 9 through 12) over the 1955-56 total enrollment of 7,747,100.

Colleges and universities throughout the United States will enroll 236,000 more students during the coming academic year than they enrolled in 1955-56. This year's estimated enrollment will be 3,232,000 as compared with last year's 2,996,000.

The rise in elementary and high school enrollment calls for 36,800 additional classrooms to accommodate children in kindergarten through grade 8 (assuming 30 pupils to a classroom), and 14,600 more classrooms for children in grades 9 through 12 (at 25 pupils per classroom)—a total of 51,400 new classrooms.

Reports to the U. S. Office of Education from State departments of education indicate that during the school year 1955-56 approximately 67,000 public elementary and secondary school classrooms and related facilities were scheduled for construction at a cost of approximately 2.5 billion dollars. This compares with 60,000 new classrooms, costing 2.2 billion dollars, the previous year. The figures indicate some progress is being made in reducing the classroom shortage accumulated over a period of years.

Of the total of 2.5 billion dollars in planned school construction last year, local school districts contributed about 2 billion dollars and the States about 160 million dollars in grants for capital outlay and debt service and 326 million dollars in loans. The Federal

Government contributed 94 million dollars for school construction in Federally-affected areas.

Although there was a gain of 64,000 in the total number of classroom teachers employed in the United States during 1955-56 over that of 1954-55, the Office of Education reports nearly 80,000 public school teachers employed who do not meet minimum certification standards. However, efforts to meet certification standards, which vary from state to state, are being made by increasingly larger numbers of teachers each year.

Entering the teaching profession for the first time this fall will be 76,100 men and women who have graduated from colleges and universities with specialized teacher education. The shortage of qualified elementary and high school teachers this fall is estimated by the Office of Education at approximately 120,700. Last fall the teacher shortage estimate was 141,300.

Forecasts for the next 10 years indicate a continuing upward trend in numbers of children to be educated in the United States, according to the Office of Education. The predicted increase between 1956 and 1965 has been tentatively estimated at 30 per cent.

President Proclaims American Education Week

President Eisenhower, in an official proclamation, has called upon the nation to set aside American Education Week, November 11-17, as a "week of dedication to education" and has termed the observance a "fitting opportunity for the exchange of views upon educational problems and progress."

Stressing the need for "good schools to keep America strong," the President called this thirty-sixth annual observance "especially significant . . . in terms of local community needs and required action . . ."

Now in its fourth decade, American Education Week has traditionally been a period when the nation takes annual inventory of school needs and achievements. Upward of 20 million persons are expected to attend open house functions and otherwise visit their schools during the observance, according to the four national sponsors: The National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

Purks Suggests Scholarships To Help Educate Teachers

To meet the increasing need for more teachers, possible scholarship aid was suggested recently for qualified high school graduates who are unable to attend college because of financial reasons.

Dr. J. Harris Purks, State Director of Higher Education, told the Board of Higher Education that with some form of Scholarship aid, many prospective teachers could be sent to colleges who otherwise would be unable to attend due to lack of funds.

"There are not enough high school valedictorians who go to college," Purks said. "The reason," he added, "is simply that they don't have the money." He pointed out that with some sort of scholarship aid, "We could possibly place 1,000 to 1,500 students in colleges each year."

Mooresville Superintendent Proposes Board Changes

Changes in the method of selecting county board of education members were advocated recently by Dr. Roland Morgan, Superintendent of Mooresville City Schools.

Dr. Morgan's recommendations included the removal of the authority of selecting county board members from the General Assembly, and at the same time unification of the method of selecting members of boards of education in county and city units. County board members currently are nominated in primaries, then appointed by the ensuing General Assembly. City board members are elected by popular vote, appointed, or a combination of these two methods.

Steps advocated by Dr. Morgan are:

1. Election of all board members by the people they serve and from the administrative unit in which they reside.
2. Enactment of uniform laws in the election of board members for terms of at least four years each.
3. Staggering of board members' terms so the board would have at least two veteran members constantly.
4. In case of vacancy, the other members would be authorized to fill it for the unexpired term. Vacancies on county boards are now filled by the executive committee of a political party.

Dr. Morgan's recommendations are contained in a study which he recently made for the State School Board Association, Chapel Hill.

Need for Graduate Students Especially Keen in South

Drawing a comparison of graduate students with the precious seed corn the farmer saves to make next year's crop better, a group of Southern educators recently released a statement focusing attention on the importance of graduate education to the South's economy.

"The seed corn for the complex society of the South is the graduate teacher and the research man," the educators state in a pamphlet published by the Southern Regional Education Board. The publication points out that the need for graduate students for research and teaching is as vital to the economy of the region as the seed corn was to the farmer when he used to grow his own food.

"Without these people and the knowledge and improved techniques and services which they provide," the group states, "Southern progress would halt. The South must not only save but increase its supply of seed corn, or it invites disaster."

To increase the South's supply of teachers and research men—the seed corn of the modern economy—the educators assert that the region must do four things:

1. Attract and keep more graduate faculty members.
2. Provide the laboratories and libraries needed for graduate study.
3. Attract more good graduate students to Southern schools.
4. Provide the proper working situation for the graduate faculty and students.

In order to achieve these ends, more financial support is needed, according to the statement. Faculty salaries must be increased by 50-100 per cent so that the South can compete with the rest of the country in this respect. More financial support is needed for expensive laboratories and top-grade libraries which are the tools of the research and training.

Also, the scholars state, the region must double the number and size of fellowships offered by universities in order to compete with institutions in other regions.

What are some of the tangible results of graduate training? The group cites two prominent examples of the way in which graduate study and research has aided the South materially in the past: a graduate student at North Carolina State College made a discovery about a tobacco plant disease which will save the farmers of the

Academy of Science Announces Fairs for 1957

Seven district fairs followed by a State Fair have been announced for 1957 by the North Carolina Academy of Science in a two-color poster brochure.

These fairs are exhibits of work of high school students who are interested in science. District fairs may be divided into two divisions: Junior, including exhibits of students in grades 7, 8, and 9; Senior, including projects of students from the grades 10, 11, and 12. Only exhibitors in the Senior Division are eligible for the State Fair competition. Seniors from this group may enter the national Westinghouse Science Talent Search.

Exhibits may be entered in two categories: Biological and Physical. Awards to the winners in both categories will be presented at all fairs.

These fairs are sponsored by the North Carolina Academy of Science with the cooperation of a number of agencies — scientific societies, supply houses, daily papers, and educational institutions. They have the approval

of the State Department of Public Instruction.

A schedule of the district fairs follows:

March 30—Catawba College, Salisbury

April 5—East Carolina College, Greenville

April 5—Western Carolina College, Cullowhee

April 6—University of North Carolina, Chapel Hill

April 6—Wilmington College, Wilmington

April 6—Wake Forest College, Winston-Salem

April 6—Appalachian State Teachers College, Boone

The State Science Fair will be held at North Carolina State College, Raleigh, April 26-27.

Application blanks to all fairs may be obtained from Dr. Hollis J. Rogers, Woman's College, Greensboro. A copy of the announcement including rules and regulations and other information may be secured from Dr. John A. Yarbrough, Meredith College, Raleigh.

Ladies Auxiliary, VFW Sponsors Essay Contest

The twenty-second National High School Essay Contest has been announced by the Ladies Auxiliary to the Veterans of Foreign Wars.

A first prize of \$1000, a second prize of \$500, a \$250 third prize, and a fourth prize of \$100 in cash will be awarded winners in the National Contest. Local awards will also be given to essay winners in State and district contests.

Any student enrolled in public, private or parochial high school is eligible to compete in the contest. "America's Crusade for Free Men's Rights" is this year's essay title.

Rules and other information regarding this contest may be obtained from the local chapter of the Ladies Auxiliary or from National Headquarters of the Auxiliary of VFW, 406 W. 34th St., Kansas City 11, Missouri.

State more than the whole cost of operating State College for a year.

Another example cited in the statement is research at the Louisiana State University Coastal Studies Institute which resulted in the development of a rapid spoilage test which will probably save the seafood industry \$2,000,000 a year.

Grads Better, But—

Despite the hue and cry over American education's failures and shortcomings, today's high school graduate knows more than his 1943 counterpart. So shows a new survey taken by University of Chicago's Benjamin S. Bloom.

Standard high school equivalency exams were given to 39,000 high school seniors in 800 U. S. schools. Bloom compared the results with those of seniors tested 12 years ago. Results:

1. On a scale of 100, the average score went up five points.
2. Greatest improvements were in mathematics. Smallest were in social studies.
3. There were considerable differences among the 48 states. The average of students in the state with the highest scores was 30 per cent higher than state with the lowest scores.

States were not named in the survey, but 11 bottom states reportedly spent less than \$200 a pupil for public schools.

According to the NEA Research Division, ten states are this year spending less than \$200 a pupil: Alabama, Arkansas, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.—Scholastic Teacher.

Recent, Readable, and Reliable

WRITTEN POLICIES FOR SCHOOL BOARDS

Eleven valid reasons are given in this pamphlet why statements of policy for school boards should be in written form. What makes good statements is discussed; as well as who should be involved in formulating such statements. The fact that policies accumulate, that they do not stay in style, and that they must not be kept secret likewise come in for provocative discussion. Particular emphasis is given the fact that each school unit must develop its own set of educational policies to fit local needs and local conditions. An attractive, readable, and useful publication.

(Written Policies for School Boards. American Association of School Administrators and National School Boards Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. 1955. Price, 50 cents.)

REPORTING IS COMMUNICATING AN APPROACH TO EVALUATION AND MARKING

Written around the idea that reporting is the mutual responsibility of parents and teachers, this booklet gives emphasis to conditions which enable parents and teachers most successfully to communicate with each other concerning the physical, social, emotional, and psychological development of children and young people. The book is full of ideas for developing media of communication other than the time-honored report card, with special emphasis on the informal conference and the part parent, teacher, and child should have in the conference. Suggestions are made whereby teachers and parents may approach the problem of improving reporting without benefit of emotional crises in the school or in the community.

Throughout the booklet is the recurring theme that changes in reporting should be cooperatively made only as a result of well-understood needs for change. When reporting is regarded as an integral part of the instructional program, as an important phase of good teaching, and as a specialized art of communication among teachers, parents, and pupils, then the tyranny of relatively meaningless reporting will begin to disappear. This book is for parents and teachers who are alert, energetic and willing to plan cooperatively better educational experiences for boys and girls.

(Reporting is Communicating. An Approach to Evaluation and Marking. Edited by Alma M. Freeland and Charles H. Dent, Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N. W., Washington 6, D. C. 1956. Price: \$1.00.)

NO NEWS IS BAD NEWS

No News is Bad News is designed to give practical help to the editor and his reporters who are concerned with effective coverage of the schools; and to the superintendent, his administrative staff, and principals who wish to cooperate with the press in getting the school story to the community. The degree to which education needs the press is emphatically presented by a journalism dream, a school superintendent, a newspaper editor, and an education reporter. Each agrees that school business is public business; that good relationships between school and press is essential to educational progress; that editors are essentially educators; that school board meetings should be open meetings; that continuous news coverage is superior to spasmodic high-powered, part-time coverage; and that pedagogical language should be avoided in reporting school facts to the public. A provocative, down-to-earth discussion of a major topic pertaining to school improvement.

(No News Is Bad News — Where Schools Are Concerned, published by The National School Public Relations Association, NEA, in cooperation with The Oregon Education Association, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C. Price 50 cents. 1955, 32 pp.)

Fifty Louisiana Systems Adopt Age Requirement

Fifty parish and city school boards in Louisiana have passed resolutions establishing December 31 as the deadline when a child must reach his sixth birthday to be eligible for entrance into the first grade. This action is in accordance with an amendment to the Louisiana Constitution which permits local school boards to set this deadline.

In North Carolina, the deadline is set by law as October 1, with the proviso that the State Board of Education may set a later date. Under Board authority the rule is "Children to be entitled to be enrolled must have passed the sixth anniversary of their birth before midnight, October 16th of the year in which they enroll."

Board Names New Officers

Brower Elected Chairman, Pritchett Vice Chairman; Committee Assignments

A. S. Brower, member from the third education district, was named Chairman of the State Board of Education at its August 31 meeting. J. A. Pritchett of the first district was elected Vice-Chairman.

Mr. Brower, who was serving as Vice-Chairman, succeeds Sanford Martin, resigned.

The following committee assignments have been made:

ATHLETICS:

Gerald Cowan, Chairman
Oscar Richardson
Charles Rose
H. L. Trigg

FINANCE, INSURANCE AND CLAIMS:

John Pritchett, Chairman
Gerald Cowan
Edwin Gill
Barton Hayes
Dallas Herring
Charles McCrary

PROFESSIONAL SERVICES AND STANDARDS:

Dallas Herring, Chairman
B. B. Dougherty
Edwin Gill
Barton Hayes
Charles Rose
H. L. Trigg

PUBLIC LANDS:

John Pritchett, Chairman
Edwin Gill
Dallas Herring
Charles Rose
Charles Carroll, Ex-Officio

SCHOOL BUILDINGS:

Barton Hayes, Chairman
Charles McCrary
John Pritchett
Oscar Richardson
H. L. Trigg

TRANSPORTATION:

Oscar Richardson, Chairman
Gerald Cowan
B. B. Dougherty
Charles McCrary
Charles Rose

The Chairman and Secretary of the Board will be Ex-Officio members of all Committees with full membership and privileges.

The Attorney General Rules . . .

Collections; Authority of Governing Body to Require Entrance Examinations

In reply to inquiry: In your letter of February 28th you write:

"Can you tell me whether there is any law on the North Carolina statutes which states that a state-supported college must accept a high school student if he has been graduated from a state high school. In other words, I want to know if there is any circumventing law which would restrict College from setting up its own admission standards in admitting a North Carolina high school graduate to its curriculum.

"We have in mind, beginning next year, admitting our students on examination, but don't know whether one who did not meet our requirements, if he had been graduated from high school, could force admission on that basis."

I find no statute in North Carolina requiring a State supported college to accept for registration and enrollment an applicant simply because he has been graduated from a high school in North Carolina approved by the State Department of Public Instruction. For many years the statute now codified as G. S. 115-259 has provided that no educational institution shall be empowered to confer degrees unless its baccalaureate degree is conferred only upon students who have completed a four-years college course preceded by the usual four-year high school course, or their equivalent. As to your own institution, G. S. 116-58 provides that the Board of Trustees, upon the recommendation of the faculty, shall have the power to confer degrees. G. S. 116-60 provides that the Board of Trustees of College shall have the power to prescribe the course of study for said College. G. S. 116-61 provides that the Board of Trustees shall make no rules that discriminate against one county in favor of another in the admission of pupils into said college.

Except the foregoing I find no other statutes dealing either directly or indirectly with the admission of students to the College. However, G. S. 116-56 provides that the Board of Trustees shall exercise such rights and privileges incident to corporations of like character as are necessary for the proper administration of said college. This would seem to me that the Board of Trustees has the authority to make all reasonable rules and regulations for the admission of students, subject only to the powers granted by the last General As-

sembly to the State Board of Higher Education. G. S. 116-158 (a) gives to that Board the power to determine the major functions and activities of each of the institutions of higher education now existing, supported wholly or in part by direct appropriations of the North Carolina General Assembly.

It is my suggestion that your Board in fixing standards for admission and particularly in the matter of requiring entrance examinations, work in cooperation with the recently created State Board of Higher Education, even though the last sentence of the Section now codified as G. S. 116-167 expressly provides that it is not intended that the functions of the State Board of Higher Education shall divest the Board of Trustees of the various State institutions of any powers or initiative now existing with reference to the internal affairs of such institutions except to the extent that same are affected by the Act creating the Board of Higher Education.—Attorney General, March 2, 1956.

Election of Principals

In reply to inquiry: In your letter of May 22 you state that a meeting of the school committee of one of your districts was held on May 18 for the purpose of electing a principal. You, as Superintendent, presented the names of three persons as qualified to do the work. The Committee elected one of these persons as principal. On May 21 the County Board of Education met for the purpose of approving or disapproving the election of teachers and principals for the various schools of the county. The County Board rejected by a vote of 4 to 3 the election of the principal who had been chosen by the Committee in question and by the same vote elected as principal another person whose name was on the list presented by you as being qualified.

The local Committee now insists upon electing a principal, but the County Board contends that what has already transpired amounts to a disagreement between the District Committee and the County Superintendent upon a nomination, and therefore, the County Board of Education had the authority to elect a principal for the school in question. You then pose the following question:

"I would like an opinion on the question of whether the County Board of Education acted in its authority. If not, what are the proper steps to follow now."

Article XVII, Section 4 of the 1955 Public School Law now codified as G. S. 115-72, provides that the District Committee, upon the recommendation of the County Superintendent of Schools, shall elect the principals for the schools subject to the approval of the County Board of Education. That Section further provides that, in the event the District Committee and the County Superintendent are unable to agree upon the nomination and election of a principal, the County Board of Education shall elect the principal, which selection shall be final.

Analyzing the fact situation presented in your letter, it is my view that, since you merely presented to the Committee the names of three qualified individuals, you did not make a legal recommendation. Since the Committee elected one of the three persons whose names were presented as being qualified, if the County Board had approved the action of the Committee, the contract signed would have been legal because you would have filled in the blank space on the contract form calling for a recommendation, thus making a retroactive recommendation; but, since the County Board failed to approve the election of the person selected by the Committee, it is my view that there was simply no election. It is also the view of this office that the occurrences outlined in your letter do not amount to a failure of the District Committee and the County Superintendent to agree upon a nomination for the principalship of this school. It, therefore, follows that the election by the County Board of Education is invalid.

It is the view of this office that you should call another meeting of the District Committee, and make definite recommendation of one person to be principal of the school in question. If the Committee fails to elect that person, you should recommend another and so on until a principal is elected. There should then be another meeting of the County Board of Education. If the County Board fails to approve the principal recommended by the Superintendent and elected by the Committee, you should start all over again and proceed in the same way until it becomes apparent that the Superintendent and the Committee are unable to agree upon a nomination. Then, and only then, will the County Board of Education have authority to elect a principal for the school in question.—Attorney General, May 25, 1956.

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, October, 1951)

Appointment of Charles R. Holloman of Kinston as an efficiency expert to check on the operations of the State public schools was announced recently by the Budget Bureau.

Arnold E. Hoffman, Adviser in Music Education, has recently written articles for magazines concerned with music.

State Superintendent Clyde A. Erwin will deliver the main address at the opening session of the American School Food Service Association which meets in New York, November 12-14.

Ten Years Ago

(N. C. Public School Bulletin, October, 1946)

"The most important subject you have to teach is reading," Ben L. Smith, Superintendent of City Schools, told city school teachers in general meeting yesterday (Sept. 2) at Central School.

Prices paid for school buses this year are from 75 to 80 per cent greater than what were paid in 1941, it is shown by a "school bus price comparison," recently prepared by C. C. Brown, Director of Transportation for the State Board of Education.

Fifteen Years Ago

(N. C. Public School Bulletin, October, 1941)

A. E. Manley, principal of the Stephens Lee High School, Asheville, for the past six years, has been chosen as Supervisor of Negro High Schools.

A. B. Combs and **S. Marion Justice** of the State Department staff have held meetings during September in the following counties: Madison, Yancey, Avery, Mitchell, Alexander, Burke, Buncombe, Henderson, Polk, Craven and Carteret.

Twenty Years Ago

(N. C. Public School Bulletin, October, 1936)

"In line with a policy followed in many other states, we are inaugurating this month the NORTH CAROLINA SCHOOL BULLETIN." — Clyde A. Erwin, State Superintendent of Public Instruction.

Staff changes: C. H. Warren succeeds H. L. Stanton as State Supervisor of Industrial Rehabilitation; Catherine Dennis became Supervisor of Home Economics succeeding Susan Bursen; and A. C. Davis was added to the Division of Finance and Statistics to replace F. D. Duncan.



American Education Week To Be Observed Nov. 11-17

American Education Week will be observed this year on November 11-17. General Theme for this year's observance is "Schools for a Strong America."

Daily topics are:

- Nov. 11—Our Spiritual and National Heritage
- Nov. 12—Today's Education—Tomorrow's Democracy
- Nov. 13—Schools for Safe and Healthful Living
- Nov. 14—Schools for Trained Manpower
- Nov. 15—A Good Classroom for Every Child
- Nov. 16—"National Teachers Day"
- Nov. 17—Schools for a United America

American Education Week is observed for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting these needs. It is sponsored jointly by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

Aids of various kinds for use in the preparation of programs for this observance may be procured from the National Education Association, 1201 16th St., N. W., Washington 6, D. C.

MAKING TODAY'S NEWS

Beaufort. The Beaufort County Board of Education voted unanimously here last night to renew its request that the county commissioners call for a \$1,500,000 school bond issue, in order that minimum needs can be met in both the city and county administrative units. *Washington Daily News*, September 13.

Kannapolis. State Highway Patrolman E. B. Wood has cited four motorists for passing stopped school buses on Cannon Boulevard. *Kannapolis Independent*, September 9.

Burke. An evaluation of the Burke County high school system, recently completed through the cooperation of members of the 1950 class of students at six Burke County high schools, is currently being studied by school officials to determine what can be done to improve education in the county. *Hickory Record*, September 11.

Statesville. The Statesville Safety Council last night voted to set \$350 as prize money for a county-wide school safety program. *Statesville Record*, August 3.

Surry. For three days, while the county schools are on short schedule, the Surry County teachers will be "going to school." A workshop has been planned for them under the direction of four consultants from the State Department of Public Instruction, Raleigh. *Elkin Tribune*, September 10.

Wayne. Appeals for safe driving practices throughout the year were heard this morning by about 80 of the 124 Wayne County school bus drivers who received their buses in preparation for opening of school Monday. *Goldsboro News-Argus*, August 30.

Buncombe. Buncombe County schools did a shopping \$21,116.03 business last year in lunchrooms, athletic events and other lesser activities. *Asheville Times*, September 28.

Orange. Plans to shelve consideration of a drive for the merger of the Carboro and Chapel Hill school attendance areas in favor of a campaign for a 15-cent supplementary school tax in the Carboro area have been approved by the executive committee of the Carboro Parent-Teacher Association. *Durham Sun*, September 25.

NORTH
CAROLINA

PUBLIC SCHOOL

BULLETIN

November, 1956

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 3

Board Requests Increase In Teachers Salaries

Funds with which to pay teachers on a salary schedule ranging from \$2900 annually for those holding Class A certificates with no experience to \$4500 for those holding Graduate certificates with 14 years experience were included in the budget request made recently by the State Board of Education to the Advisory Budget Commission.

The sum of \$16,495,937 for 1957-58 and \$16,883,244 for 1958-59, representing an average increase of 16.09 per cent for teachers' salaries, would be required to meet this request. An additional \$3,306,798 for the first year and \$3,390,889 for the second year were requested to pay teachers for an extra week beyond the 180-day term. For this additional 3.22 per cent the teachers would be required to work five additional days before and after the regular term in planning, making reports, and performing other work required before and after the regular term.

A request of 1455 per cent was made for increasing the salaries of supervisors. The budget request included 10 per cent increase in salaries for all other school personnel—superintendents, principals, clerical assistants, janitors, property and cost clerks, mechanics—except bus drivers. For these last employees the request was for a raise of \$5 a month (22.73%), from \$22 to \$27.

Increases requested for other items of the Nine Months School Fund budget were as follows:

Travel of superintendents, 10%
Instructional supplies, from 75c to \$1.25 per child
Fuel, 5%
Water, light, power, from \$21.50 to \$26 per teacher
Telephone, from \$2 to \$3 per teacher
Libraries, from 50c to 75c per child
Child health, from \$750 per county and 35c per child to \$1000 per county and 50c per child

An estimated amount of \$664,650 was requested to provide for the transportation of children in city units living more than 1½ miles from school.

Art Museum Provides Rembrandt Exhibition

A special exhibition to celebrate the three hundred fiftieth anniversary of the birth of Rembrandt has been arranged by the North Carolina Museum of Art, Raleigh.

Dr. W. R. Valentiner, Director, has announced that this exhibition entitled, "Rembrandt and His Pupils" will be on view from November 16 through December 31.

The exhibition will comprise over one hundred works and will feature twenty original Rembrandt paintings and approximately forty paintings of of his pupils. This will be the only official event in the United States devoted to the celebration of the Rembrandt anniversary, Dr. Valentiner said. It is the third special Rembrandt show held in America during the past twenty-five years.

Admission to the exhibit will be fifty cents. School children in groups with the teachers will be admitted free.

Carroll Requests Funds for New Staff Positions

Funds with which to employ additional persons for the State Department of Public Instruction were requested by State Superintendent Charles F. Carroll when he appeared before the State Advisory Budget Commission in September.

Superintendent Carroll requested the sum of \$36,180 with which to employ six educational supervisors and one stenographer-clerk. The supervisors positions, each rated at a beginning salary of \$5,604 annually, would be for the following areas: High Schools, Early Childhood Education, Curriculum, Art, Speech and Hearing, and Alcohol and Narcotics.

Circus Act Stresses Safety to Children

Circus? Dogs? What has that got to do with safety? An effective means of presenting safety to elementary school children the way Officer Ernest E. Pressley of the Charlotte Police Department does it. This educational and entertaining Safety Circus has received the plaudits of parent-teacher groups, the National Safety Council, the J. C.'s, International Chiefs of Police Association, J. Edgar Hoover, head of the FBI, and many others.

From September 10 to September 21, Officer Pressley appeared before more than 11,000 children in 17 elementary schools in North Carolina, from Pitt to Jackson Counties. In addition, more than 5,000 children saw Pressley's Safety Circus in connection with the N. C. Truck Roadshow, held at the Charlotte Coliseum, September 14.

The circus stresses three points—WALK SAFE, RIDE SAFE AND PLAY SAFE. It is an audience participation program that provides added pupil stimulus for teachers and principals in carrying on their safety programs.

The Officer Pressley Safety Circus performs at elementary schools at no cost to school or pupils, the expenses being borne by the American Trucking Association, and co-sponsored in North Carolina by the N. C. Motor Carriers Association and the State Department of Public Instruction.

Excerpts from letters from North Carolina principals regarding the Safety Circus read as follows: "I have never seen an audience composed of so many pupils so attentive to a program. . . ." "I am of the opinion that his is the best safety program for elementary children that I have ever seen. . . ." "We feel that it is the very best children's program. It was both educational and entertaining. . . ."

Officer Pressley is now on a national tour. Those superintendents and principals who wish to be considered for programs next year should write to the American Trucking Association, Inc., 1424 Sixteenth Street, N. W., Washington 6, D. C.

Superintendent Carroll Says...

Quietness and goodness are not necessarily synonymous, but there may be some positive correlations in the two words. Reports and observations indicate that our schools all over the State are off to a quiet start and that many are off to a good start. In preparation for the opening of schools this fall there were some extreme difficulties in staffing and housing, but generally the situation at the end of the second month may be described as "quiet and good." The credit for this situation may be attributed in large part to the alertness and ingenuity of our superintendents and boards of education who have learned, particularly in recent years, to adjust to the many recurring problems associated with increasing student enrollments and decreasing staff supply.

Meeting emergency problems and solving them in the best manner immediately possible, however, does not mean that superintendents and boards are satisfied with their schools. On the contrary, they are not willing to say that the situation is genuinely good until all children are taught by qualified teachers and all children are housed in adequate classrooms. Temporary adjustments are often necessary and school officials are the first to recognize the deficiencies which exist in some of their temporary plans. Parents are also realizing that what school officials sometimes have to do in emergency situations may not be what those officials would like to do or would do if facilities and personnel were available. Nevertheless, there is still great need for more factual discussion of school problems. Sympathetic public awareness of the problems plaguing school boards and administrators may very well lead to public action in behalf of good schools. Quiet schools may be good schools, but if quietness prevails because problems are temporarily submerged, those problems will continue to arise as challenging opportunities for better schools.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction

EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Vol. XXI, No. 3

November, 1956

Democracy is never a thing done. Democracy is always something that a nation must be doing. What is necessary now is one thing and one thing only . . . that democracy become again democracy in action, not democracy accomplished and piled up in goods and gold.

—Archibald MacLeish.

DID YOU KNOW? Accidents, particularly home and farm mishaps are the leading cause of death among children in North Carolina.

I say discuss every topic openly. There can be no safety for these states . . . without free tongues and ears willing to hear the tongues—Walt Whitman.

That instructional staff salaries still lag behind the gains made by the total labor force is indicated by the fact that during the period 1940-1954, the personal income of the labor force increased 62.3 per cent compared with an increase of 37.8 per cent in instructional staff salaries.—U. S. Office of Education.

The people of this State believe in education; the people of this State, from tax funds State and local and from private fortunes and modest private means, will support it. Let us, in our schools' and colleges also demonstrate an agreement upon what education is, a willingness to make our institutions means toward worthy ends. Together then, all of us, citizens, parents, legislators, schools, colleges, universities, teachers, and professors, can and will leave the present plateau, and climb to greater heights of learning and of service, in a manner befitting the prestige and leadership of the State of North Carolina of which all of us, including private and public institutions of higher education, are a part.—Governor Luther H. Hodges.

What Good Is A High School Diploma?

MOST GOOD JOBS TODAY
REQUIRE AT LEAST
A HIGH SCHOOL EDUCATION

- The Labor Department's list of occupations of current labor market interest includes 71 shortage occupations. The minimum educational requirement for all 71 is at least 4 years of schooling at the high school level.
- The Job Guide for Young Workers lists 85 jobs that are usually offered young people of high school age. Only 23 do not require or prefer a high school graduate. The odds are 3 to 1 that a younger person will need a high school diploma in order to get the kind of beginning job he wants.
- Among young male workers 22 to 24 years of age, 70% of all sales and clerical workers, 85% of all professional and technical workers, and even 45% of all craftsmen and service workers HAVE FINISHED HIGH SCHOOL.

IT'S EASIER TO FIND
A JOB AND HOLD A JOB
IF YOU HAVE A
HIGH SCHOOL DIPLOMA

- The 1950 Census showed that among men 25 to 64 years old, those with college education were least likely to be unemployed; those with an 8th grade education or less, most likely. This holds true for high school graduates who have a much better chance to get a job than the non-graduate.
- The 1950 Census also showed that unemployment rates are half again as high among young men who start high school but do not graduate as they are among graduates.

- Hardly any employer wants a worker he cannot train, and a high school diploma is a witness to the fact one has the education and training upon which careers are built.

A HIGH SCHOOL EDUCATION
IS THE FOUNDATION
FOR FUTURE TRAINING

- Poorly educated men are less able to absorb training for skills than well-educated men. During World War II the United States Army found that of the men from areas where school attendance was low, only 47.3% were suitable for advanced training; whereas of the men from areas where school attendance was high, 77% were suitable.
- When the Army was selecting men for advanced training, which means better pay and more interesting jobs, it found that among men from a part of the country where only 30% had completed high school, only 16% qualified for advancement. It also found that among men from a part of the country where 65% were high school graduates, 42% qualified.

THE MORE EDUCATION A PERSON
HAS, THE HIGHER HIS INCOME
IS LIKELY TO BE
IN SHORT, IT "PAYS"
TO STAY IN SCHOOL

- By the time a man reaches his peak earning period, from near 45 to near 64, the high school graduate makes 30% more than the man who started but dropped out.
- Each year spent in school yields an additional return

in yearly income received. This is especially true of the graduate. A diploma brings a double reward. For example:

Each year of school through the 7th grade adds \$150 to annual income.

The 8th grade adds \$303.

Each year through the 11th grade adds \$238.

The 12th grade adds \$446.

- The high school graduate, during his adult earning years, will receive:

\$50,000 more than the 8th grade graduate. . .

\$30,000 more than the high school drop out!

Our country needs persons with skill and knowledge. Employers in almost every occupation are looking for young men and women who have the basic education upon which to build a career. Because educated people are needed, and wanted, they get the job preference. Any employer will take the high school graduate over the drop-out. High school graduates earn more than the drop-outs, and continue to earn more throughout their lifetime.

In almost every occupation, a high school diploma is the minimum needed for desirable employment and promotion. It is a calling card to advancement. Life is not segregated into distinct compartments. A man's occupation and income have a definite bearing upon his social status; many times his social life has an effect upon his business life. The decisions he makes in his business life are often modified by personal considerations relating to his faith and family. A man's life is a single unit, in other words, and a high school diploma advances the whole unit by advancing its separate parts.

South Gets Scientists From Other Regions

The South's needs for scientific manpower are being met to a large extent by colleges and universities outside the region, according to a recently-completed study by the Southern Regional Education Board.

"The South owes the rest of the nation a tremendous debt for providing it with highly trained scientific personnel," Dr. John K. Folger, SREB research associate, stated in releasing the findings of a survey covering scientists in the fields of chemistry, physics, and mathematics.

The study was made in connection with the recent Work Conference on Nuclear Energy and utilized data from the National Roster of Scientific Personnel.

"About three-fourths of the physicists and chemists with Ph.D.'s and about two thirds of the mathematicians with Ph.D.'s now working in the South received their highest degrees in some other part of the country," Dr. Folger explained.

The SREB survey also reveals that the South is losing a lot of its highly trained scientists to other sections of the country. Dr. Folger said that about half of the physicists and chemists educated in the South and about one-third of the mathematicians are now working in other parts of the country.

Dr. Folger points out, however, that the South is the numerical gainer in the resulting interchange of scientific talent. "For every Southern-educated Ph.D. chemist who has left the region," he said, "four have come to work in the South who have been educated elsewhere."

The survey shows that for mathematicians, the ratio of interchange is about three-and-a-half to one favoring the South; and for physicists it is about three-to-one.

Holders of the Master's degree apparently do not move as much as the Ph.D. scientists. The net rate of migration, according to the survey, is lower, and the South's net gains in the rate of exchange with other regions is less spectacular.

Also revealed, Dr. Folger said, is the fact that those scientists educated in the South and subsequently employed by industry tend to move out of the region faster than those who are employed by colleges and universities. This is true also the other way around—more scientists in Southern industry were educated in other regions.

"The study appears to show," Dr. Folger concluded, "that employment by

industry tends to increase migration of scientific talent away from the South, whereas employment in the college teaching profession tends to stabilize these persons."

The Nations Educate

Australia. To encourage the inclusion in school curricula of lessons on water safety and resuscitation of drowned persons, the Royal Life-saving Society has devised a Water Safety Certificate to be awarded to pupils satisfactorily fulfilling the requirements of certain tests.

Canada. Since 1955, the Winnipeg (Manitoba) School Board has organized a pre-school institute for its instructional staff, with the active cooperation of the supervisory and administrative staffs, giving special attention to the orientation of teachers new to the Winnipeg school system.

China. (Peoples Republic of). The committee for the reform of the written language has begun the study of an alphabet of thirty letters containing the letters of the Roman alphabet, with the exception of the sound "v," and five other letters corresponding to sounds peculiar to the Chinese language.

France. According to estimates of the Seine Department, it will be necessary to construct a thousand new classrooms for the beginning of the school year 1956-57, 350 in Paris and the rest in the suburbs.

German Federal Republic. In accordance with a decree of 19 December, 1955, an illustrated mural journal drawing attention to the dangers of road traffic will be sent regularly to all schools in Bavaria; this publication has been made possible through the support of a number of industrial firms.

Netherlands. About 1,221 primary schools benefit by the programmes broadcast by the school broadcasting service.

Philippines. Although home economies has so far been studied mainly by girls, boys in an increasing number of schools are finding a way to enroll in home and family, or nutrition, or child care and guidance courses.

Spain. The law stipulates that infant and mixed primary schools shall be in charge of a mistress. In view of the difficulty in recruiting women teachers for very isolated districts, it has been decided that in the future a man teacher may be responsible for a mixed school, provided that his wife is capable of teaching the girls domestic science and needlework.

Board Initiates Supplementary Adoption

State Superintendent Charles F. Carroll has been requested by the State Board of Education to prepare a list of textbooks suitable for supplementary use in the public schools with the view that an adoption of such books will be made in the near future.

In accordance with this request Superintendent Carroll has asked publishers to submit books for consideration to A. B. Combs, Director of the Division of Elementary and Secondary Education, Chairman of the Committee to make a list of books suitable for supplementary use. "Books desired are: (a) those of recent copyright dates and (b) books to complete any series now on the adopted list.

Foreign Language Teaching In Raleigh Public Schools Is Proving Successful

An experiment of introducing foreign language instruction in grades one through six in the Raleigh public schools has proved very successful, according to Mrs. Tora Ture Ladu, foreign language instructor of the Needham Broughton High School.

Raleigh, Mrs. Ladu points out in a recent statement, joined 356 cities and towns in 44 states in 1955 in teaching some foreign language in the elementary schools. There were only 89 cities offering such instruction in 1952, she states.

The Raleigh experiment was purely voluntary, only those teachers having sufficient language background in French or Spanish participated in the program which began on a very simple conversational basis. One of the objectives for the study of foreign languages in these grades, according to Mrs. Ladu, is: "To relate the work in French (or Spanish) to the regular grade work in language, social studies, arithmetic, art, music, and physical training, and so make it an enrichment of the regular elementary school program." Units include greetings, courtesy expressions, children's given names, words for members of the family, pets, clothing, colors, objects in the classroom, and numbers from one to twenty. Units also include children's songs, aids to pronunciation, and methods for class procedure.

Last year 52 per cent of the teachers in all the elementary schools of Raleigh gave some foreign language instruction. Mrs. Ladu reports, to about 3,600 children.

Shell Companies Foundation Plans More Fellowships For High School Teachers

Expanded aid to outstanding high school physics, chemistry and mathematics teachers—with an eye to their encouraging more students to study the subjects and thus help check the nation's growing shortage of scientists—was announced by Shell Companies Foundation, Inc.

The Foundation this year provided Shell Merit Fellowships for 60 high school teachers at seminars conducted by Stanford and Cornell Universities during the past summer. The number of fellowships to be added in 1957 will be decided at a meeting of the Foundation directors this fall.

More than 2,000 teachers from all parts of the United States applied for the Fellowships available in 1956. Fellowship teachers received allowances for travel costs to Stanford or Cornell, tuition fees, living expenses and \$500 in cash to offset loss of potential summer earnings.

Teachers attended lecture and laboratory sessions, had group discussions with leading specialists in their various fields, and visited nearby scientific installations.

Cartwright Names Schools' Chief Problem

"North Carolina's number-one problem today is strengthening and supporting public schools," declared Dr. William H. Cartwright, Duke University dean of education, at East Carolina College recently.

Cartwright addressed nearly 150 school board officials present on the campus for the Third Annual Regional meeting of the North Carolina State School Boards Association.

Critics of the schools were answered by the Duke educator in a speech which pointed up advances in North Carolina in more than fifty years of public school education. He cited the State's growth in industry, its progress in health facilities, its leadership in government, and gave emphasis to the improvement of opportunities for the education of all its citizens.

"But the State more than ever before," he declared, "must maintain its record of progress through preserving, improving, and making stronger its schools."

Carolina Beach Selected for 1957 Vo-Ag Conference

Carolina Beach has been selected as the meeting place for the 1957 Annual Conference of teachers of vocational agriculture in the white schools, according to a recent announcement by A. G. Bullard, State Supervisor of Vocational Agriculture.

The conference will be held June 3-7, inclusive, Mr. Bullard stated. Announcement is being made at this time, he said, in order that those planning to attend may make their reservations for cottages and other accommodations in advance. Last year, because of a conflict in arrangements, vocational agriculture teachers held their annual conference at State College, Raleigh.

Pantego School Receives National Award For Good Work in Citizenship Education

Pantego High School in Beaufort County was the recipient, October 12, of the Francis Bellamy Flag Award, a national honor which is bestowed annually on some school whose training in citizenship has been significant and whose graduates have made outstanding efforts in the area of co-operative citizenship. This year the honor was earmarked for North Carolina; next year the award will be made to the Will Rogers High School in Tulsa, Oklahoma.

Ceremonies in connection with the award were held at the Pantego High School with Governor Luther H. Hodges, Senator W. Kerr Scott, Representative Herbert C. Bonner, and other State notables in attendance. Homer Lassiter represented the State Department of Public Instruction and emphasized the many ways in which the schools of North Carolina strive to teach citizenship.

Greetings from Bellamy award recipients included personal congratulations from twelve former schools which have been honored by the Foundation. These representatives included visitors from Oregon, Nebraska, Maryland, Michigan, Oklahoma, Illinois, Virginia, and the District of Columbia.

Francis Bellamy is the author of "The Pledge of Allegiance"; and in his honor the Flag Award was instituted by Miss Margarette S. Miller, author and historian, from Portsmouth, Virginia. Miss Miller is the

Schools Will Purchase 7,312,500 Gallons Milk

More than 7,312,500 gallons of milk will be purchased this school year by the schools participating in the National Lunch Program and the Special School Milk Program, according to a recent estimate by Mrs. Anne W. Maley, Supervisor of the State Program, administered by the State Department of Public Instruction.

Mrs. Maley advised that these programs used 6,802,611 gallons of milk last year, but this amount did not include approximately 300 schools which did not participate in the State-Federal programs, some of which serve milk. Including these schools, she stated, the purchases this year will be close to 8,000,000 gallons.

President-Treasurer of the Francis Bellamy Foundation, Inc., which is to "Promote patriotism in the schools and good citizenship in the community—honor the memory of Francis Bellamy, who authored the pledge of allegiance—give deserving students opportunities to travel, exchange ideas and bring recognition to the public school, city, and state." David Bellamy, son of Francis Bellamy, along with Mrs. Harold Roberts, shared honors with Miss Miller in presenting the award to Pantego High School.

During the program Rear Admiral John W. W. Cumming (USN retired) paid a tribute to the flag, which was "sincere, impressive, and unforgettable," according to those in attendance.

The formal program ended with flag-raising ceremonies in front of the school with the Washington High School band participating.

Many adults from the Pantego community and citizens from all parts of the State shared this honor with the students and teachers of Pantego High School.

The State Department of Public Instruction, which is interested in every school in North Carolina, is particularly happy to congratulate Pantego High School—its students, teachers, administrators, parents, and all other interested persons—in the accomplishments toward better citizenship in the school and in the community. This is education at its best!

Magazine Publisher Suggests 'Crash Program' To Meet Growing Threat of Soviet Union

A four-point "Crash Program" for education to meet the threat of communism was urged recently by the publisher of Parents' Magazine.

On the occasion of his receiving an honorary degree, Doctor of Humane Letters, from Temple University on August 16, George J. Hecht warned of the coming international brains race between the United States and Soviet Russia. He suggested a ten-year emergency program of Federal aid for school construction, teacher salary increases educational research financed from Federal appropriations, and Federal scholarships.

Dr. Hecht visited Russia last spring, where he talked with some of the leaders in the Russian educational system and went through a number of their schools and kindergartens and the huge Moscow University.

"I was told," he said, "that already virtually every Russian is literate, and that more books per capita are sold each year in the Soviet Union than in the United States. The new Soviet five-year plan calls for ten years of free compulsory education for all children instead of the seven such years now required. The Russian schools are operated six days a week, and require of all students algebra, geometry and trigonometry, six years of a foreign language, as well as basic courses in physics, biology, astronomy, and psychology."

In contrast, Dr. Hecht pointed out the American situation. "Currently, the nation needs desperately not less than 200,000 additional classrooms . . . Low teacher salaries have caused a serious shortage of teachers. Many high schools have abandoned courses in mathematics, physics and other sciences because there are no qualified teachers to teach them . . . American education has reached a crisis stage."

Dr. Hecht's four-point "crash program," a program that demands immediate attention, includes the following:

"(1) The Congress should early in its next session enact a ten-year emergency program of Federal aid for school construction.

"(2) We must attract and keep more and better people as teachers.

"(3) I propose a large program of educational research financed from Federal appropriations.

"(4) We need a Federal scholarship program to enable our best students to go to college."

"The public at large must be made to realize the seriousness of the crisis that has developed in education. We are allowing our brain power gradually to dwindle away, while Russia has stepped up her brain development campaign to the highest level. The time for apathy and lethargy on our part is past."

Education in the News

From EDPRESS NEWSLETTER

Slipping behind. Every college teacher in the country must get a raise of \$1140 if the instructional salaries in higher education are to be restored to the 1940 purchasing power.

So says the American Association of University Professors. In a report on salaries in 41 selected institutions, the AAUP says that the college teacher has retrogressed so much in economic status over the past 16 years that his capacity to maintain himself is gravely weakened.

"Yet the matter is more serious than simply restoring purchasing power." The AAUP says that the income levels of the county have been rising. "This means that while the profession has slipped behind, the community has gone ahead."

Anniversary. The American Vocational Association is making plans to observe 50 years of vocational education's growth. The event will be marked by a special issue of the *AVA Journal* in December, 1956; and by appropriate ceremonies at the AVA convention in St. Louis, December 3.

Test of a music teacher. A music teacher who is genuinely interested in music will be able to answer "yes" to each of the following questions:

1. Do you have an interest in the art of music beyond the immediate concern of your school position, and, if so, what evidence can you supply to prove this interest?

2. Are you making a continuing effort to perfect your equipment in music either as a performer or composer?

This two-point test is offered by William Schuman, president of Juilliard School of Music. President Schuman regrets that, in his opinion, not many of the 60,000 music teachers in public schools can answer the two questions in the affirmative.

Dr. Conant Advocates 2-Year College Movement

The two-year college movement is strongly advocated by one of the nation's leading educators.

In his recent book, *The Citadel of Learning*, Dr. James B. Conant, former president of Harvard University and now Ambassador to the Republic of Germany, proposes the establishment of "moving two-year colleges". In order to bolster the privilege of such two-year institutions, Dr. Conant recommends that they be permitted to award the bachelor's degree. It is his contention that "completion of a good two-year course would more equal in educational value the finishing of four-year courses of study in certain institutions."

Ambassador Conant's recommendations are based partly on economic, partly on educational reasoning and partly on the established fact that "about one-half of the students who enter our colleges and universities drop out during the first two years." He further says that an extensive two-year college system would have definite educational advantages for existing colleges and universities. "For those who regard universities as first of all institutions for research, scholarly work, and professional education, the advantages of changing the composition of the entering classes are obvious."

He further says that an extension two-year college system would have definite educational advantages for existing colleges and universities.

"Immediate and urgent." The needs of the people of Ohio for higher education can be met in only one way: establishment of community colleges. This is the conclusion of a survey report sent to the Ohio College Association by John Dale Russell, who conducted the study. Dr. Russell urged that these colleges be set up as rapidly as possible, because of the immediate and urgent need for more higher education facilities. He recommended that they be publicly controlled and geared to the needs of the community.

Our helpful young. And to offer one more item on studentiana, there is a first-hand account of a group of students visiting the Gray Advertising Agency in New York City. When asked what their goals were, several of the students said that they hope to earn between \$25,000 and \$50,000 a year after 15 years experience.

Caldwell Dedicates Directory to Teacher

Caldwell County's "Directory and Suggestive Materials" bulletin for 1956-57 is dedicated to Miss Verda Francis, teacher for 35 years in Cleveland and Caldwell Counties.

One paragraph from the brief statement about this former teacher reads:

"She loved her work. She loved her children. She saw to it that her little boys and girls were ever 'guided aright.' Not only did they learn to read, but they learned to live. Her children loved her."

What more could be said?

ECC Ranks Fifth In Nation Teaching of Geography

East Carolina College ranks fifth among the nation's colleges and universities in number of students enrolled in courses in geography during the 1955-56 school year, according to the "Directory of College Geography in the United States," a 1956 publication.

Approximately 2,000 students were members of classes taught in the East Carolina department of geography during this period.

The "Directory of College Geography in the United States," published last April, lists 1106 colleges and universities in this country which offer courses in geography. Of these, 37 institutions list geography classes with combined annual enrollment of 1,000 or more students.

East Carolina's total of geography students for 1955-56 was exceeded only at the University of California at Los Angeles; Ohio State University, Eastern Michigan College, and Michigan State University.

Each of the top four institutions cited by the Directory has a student enrollment far exceeding that of East Carolina. It therefore seems likely that enrollment in geography courses at East Carolina ranks highest in the nation when compared with total college enrollment.

At East Carolina the importance of geography was recognized early in the history of the College, when the first course was introduced about thirty-five years ago. Within the last one and a half years, the number of geography majors at East Carolina has increased five times. Many students not majoring in geography select as electives courses taught in the geography department.

Williamsburg Arranges Special Tours To Suit Needs of All Students

What did Patrick Henry do when he had a toothache?

What kind of candy did George Washington buy for a favorite stepchild, sick abed?

What were the most important concepts of democracy and freedom developed in the eighteenth century?

What historic Virginia document sums up the basic freedoms essential to a free society?

More than 80,000 school children annually will find the answers to these and countless other questions through intimate glimpses of the American past under a new school visit program just announced by Colonial Williamsburg, the non-profit, educational institution which is restoring this 18th-century capital of the Virginia Colony to its original appearance.

Under the broadened program, a variety of special tours—all closely related to age, grade level, and class curriculum—will be offered with the restored public buildings, shops, taverns, houses, gardens and greens of Williamsburg as a laboratory in which the life and times of the early patriots are vividly recreated.

The *Everyday Life Tour* is designed to bring about a better understanding of the daily round of colonial life as experienced at all levels.

Self-Government Tour students will study at first hand the struggle for self-government with Great Britain in the buildings where the struggle took shape.

In such buildings as the Capitol, where the Virginia Bill of Rights was adopted, and the George Wythe House, where Thomas Jefferson read law, those taking the *American Heritage Tour* will hear again voices from the past developing the basic American philosophy of the importance of the individual, his natural rights, and the need for responsible leadership.

Other special tours will stress architecture, furnishings, economics and many other aspects of the life and times of colonial America. Students can study the appearance of an entire colonial town, the influences affecting the styles of colonial furnishings and how early settlers earned a livelihood from a new economic environment.

Minimum school rates are in effect from June 16 to March 15, but groups must be scheduled in advance to avoid

congestion. Free preparatory materials offered to visiting school groups include publications, color films, and filmstrips.

Special Education Teachers To Hold Conference

North Carolina's Eighth Annual Special Education Conference will be held November 29 and 30, and December 1, in Raleigh. Headquarters will be at the Sir Walter Hotel, according to a recent announcement by Felix S. Barker, Director of Special Education, State Department of Public Instruction.

This Conference will be sponsored by the North Carolina Department of Public Instruction, Division of Special Education, with the cooperation of the North Carolina Federation of The International Council for Exceptional Children, and the North Carolina Association of Speech Therapists.

Dr. Maurice Fouracre, president elect of The International Council for Exceptional Children, has agreed to speak to the Conference. Other out-of-state speakers will be selected and announced later.

Watauga Board Issues Bulletin

A 36-page printed handbook, "Watauga County Schools Organizational Bulletin, 1956-1957", has been issued by the Watauga County Board of Education.

This bulletin is chock-full of statistics about the public schools of that county. "Statistics," Superintendent W. Guy Angel states in the Preface, "prove that better informed citizens tend to have more interest in education and thus are in a better position to actively assist school personnel in the development of a more progressive and efficient school system." The bulletin also includes a complete directory of Watauga schools.

We commend Superintendent Angel and his associates in the preparation and issuance of this worthwhile publication. Widely distributed, this bulletin should be of inestimable value in acquainting the citizens of that county with the operation of their public schools.

State School Facts

Facts Show How North Carolina Compares with 16 States of South in Public Education

How does North Carolina compare with other Southern states in public education?

Advance report for 1953-54 from the U. S. Office of Education which will become the official statistics of the several states was made public recently. This report groups the states as shown in the table below as "South." These statistics are reprinted in this publication as a public service and in conformance with a policy of making data about the public schools available to the public. Another purpose in presenting these figures is to try to answer the question stated. In this comparison no effort will be made to go beyond the statistical data presented.

North Carolina, it will be noted, had a population of 4,194,000 in 1953-54, greater than any other of these states except Texas.

North Carolina had a school population of 1,097,000 that year, also larger than any of these 16 states except Texas. This school-age population was slightly more than a fourth of the total population (26 per cent), above the average for the South as a whole and much greater than the national average of 22 per cent.

North Carolina had 968,000 pupils enrolled in the public schools, 762,400 in grades 1-8 and 206,000 in grades 9-12, more than any of these 16 states except Texas. With 21.3 per cent of this total enrollment in high school, North Carolina ranked third among these states of the South, whose total aver-

Kentucky Court Rules on School Question

Can parents insist upon their children violating a school rule and leaving the school grounds during the lunch period?

This question came before the Kentucky Court of Appeals and was answered as follows: A school rule which, in effect, prohibits pupils from leaving school grounds without permission, during the school lunch period is a reasonable regulation. Any children whose parent causes them to violate it may be subject to suspension.

Briefly the case arose in the Middleburg Public School in Casey County, Kentucky, which operated a lunch room where children obtained their lunches for twenty cents and where children

and North Carolina had fewer one-teacher schools than any of these states except Delaware, Florida and Maryland.

A total instructional staff of 32,915 was employed in North Carolina—next to Texas in this respect—294 supervisors, 1,570 principals, and 31,051 classroom teachers. In ratio of pupils in average daily attendance to instructional staff, North Carolina and Tennessee ranked next to Mississippi with 26.6 per cent and 27.6 per cent, respectively.

Only three states (Alabama, Delaware, and Georgia) in this group of states exceeded North Carolina in percentage of school revenue from State

residing near the school, upon the request of their parents, were permitted to go home for lunch.

The rule put into effect by the principal was: "No one, while in school, shall be allowed to enter the restaurant (near the school) or any other business establishment in the town from 8:15 a. m. until 3 p. m." The father of two children continually took or allowed his children to go to the restaurant in question for lunch. Whereupon the principal wrote the parent that because he was "continuing to force his children to disobey the school regulations, they were being suspended; but that they would be reinstated upon complying with the school regulation."

The parent claimed that the rule was arbitrary, and therefore illegal. The court said, however, that "Those in charge have a right to formulate such necessary rules as in their judgment will best promote—discipline and efficiency in the school." And so long as such rules were not arbitrary or malicious, neither the courts nor the parents should be permitted to interfere. The case was dismissed.

ECC Receives \$19,500 Grant From Danforth Foundation

East Carolina College has been granted a sum of \$19,500 by the Danforth Foundation to carry out a three-year program designed to better the individual student and the entire college community.

New Books Include

Royalty-free Plays

Two new book collections of royalty-free plays for young people were published in March by Plays, Inc., it was announced in Boston recently.

The first title, **RADIO PLAYS OF FAMOUS STORIES** by Levy Olson, contains 15 radio adaptations of the classics including such well-known stories as *Wuthering Heights*, *Silas Marner*, *Jane Eyre*, *The House of the Seven Gables*, *The Adventures of Tom Sawyer*, *Cyrano de Bergerac*, *Quentin Durward*, and *The Pickwick Papers*. The stories have been condensed for half-hour performance and may be produced over the air or in a classroom or assembly hall. The selection of stories was made from junior and senior high school reading lists. There are 250 pages in this book which sells for \$3.75.

The mystery and suspense of stolen jewels, missing wills, ghosts, murders and near-murders, and international intrigues provide the plot situations for 16 one-act dramas in the collection published under the title, **MYSTERY PLAYS FOR YOUNG PEOPLE** by John Murray. Easy directions for varied settings and modern costuming are given in the production notes which accompany each play. The plays are suitable for junior and senior high school students and older age groups. The price for this 372-page book is \$4.00. Complete information about both

North Carolina with 874,000 pupils in average daily attendance ranked second among these states. And with 90.3 per cent of pupils enrolled in average daily attendance, this State also ranked second, being exceeded only by West Virginia which had a 90.6 per cent in this respect.

North Carolina had 35,679 high school graduates, second to Texas in this respect. In ratio of graduates to high school enrollment, this State ranked fifth among these 16 states with a percentage of 17.3, slightly above the South's average of 16.7 per cent and below the nation's average of 18.0 per cent.

North Carolina operated 2,241 elementary schools and 937 high schools; only 125 of these schools were one-teacher schools. It may be observed from the table that this State had fewer elementary schools than either Alabama, Kentucky, Mississippi, Oklahoma, Tennessee, Texas, Virginia, or West Virginia. There were fewer high schools in this State than in either Alabama, Georgia, Oklahoma, or Texas.

In current expenditure per pupil in average daily attendance North Carolina ranked below the average—nine states spending more and six states spending less than the \$176.97 for this State. Average in this respect for the 16 states was \$196.67; for the nation, \$264.76.

Five of the states of the South—Delaware, Florida, Louisiana, Maryland and Texas—paid their instructional staff an average annual salary greater than North Carolina. This State's payment was \$471 less than the average for the nation as a whole. A significant excerpt from the U. S. Office of Education circular with reference to the average salary of instructional staff for the nation is quoted as follows:

"That instructional staff salaries still lag behind the gains made by the total labor force is indicated by the fact that during the period 1940-1954, the personal income of the labor force increased 62.3 per cent compared with an increase of 37.8 per cent in instructional staff salaries."

Topics include "Education for Personal and Family Living; the Individual and the Family," "The Student and His Environment: Community, State, Region, and Nation," and "The World: The Student and International Understanding."

The program was arranged by the officers of the NECA unit: Ruth Jewell, Nile Hunt, and Vester M. Muhland.

The film is available, without charge, through the Division of Audio-Visual Aids, University of North Carolina, Chapel Hill.

EDUCATION IN SOUTHERN STATES, 1953-54

ITEM	ALA.	ARK.	DEL.	FLA.	GA.	KY.	LA.	MD.	MSS.	N. C.	OKLA.	S. C.	TENN.	TEX.	VA.	WYA.	SOUTH*	U. S.
1. Population, 7-1-53 (000).	3,016	1,826	355	3,177	3,564	2,861	2,868	2,531	2,156	4,194	2,200	2,252	3,323	8,407	3,570	49,241	155,820	
2. School-age (5-17) population (000)	814	490	73	661	919	748	722	541	598	1,097	528	630	825	1,864	821	525	12,094	34,540
3. Ratio per cent	27	27	21	21	26	26	25	21	28	26	24	28	25	22	23	25	42	28
4. Elementary	563	329	45	498	667	484	443	344	459	762	364	445	575	1,269	565	351	8,227	23,836
5. High school	140	86	12	130	141	108	109	85	99	206	119	94	141	335	130	74	3,870	11,704
6. Avg. daily attendance (000)	618	355	51	521	706	512	479	337	452	874	433	457	640	1,320	616	410	9,021	25,644
7. Per cent enrolled in ADA	87.5	85.9	89.2	86.1	87.4	86.4	88.4	90.3	85.7	90.3	89.6	84.7	89.3	86.6	88.7	90.6	87.5	88.9
8. High school graduates	25,363	14,782	2,136	20,638	22,870	17,736	17,351	14,070	14,178	35,679	21,628	4,322	22,938	56,368	21,130	17,507	342,167	1,129,389
9. Ratio per cent	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1	27.1
10. Elementary schools	2,719	1,424	148	1,238	1,771	1,258	1,557	800	904	2,241	2,437	2,038	3,418	4,000	2,322	3,352	36,892	110,815
11. Secondary schools	1,404	622	50	460	1,227	608	556	211	750	937	987	430	912	1,788	487	352	11,548	42,855
12. 1-teacher schools	2,502	1,305	252	2,038	2,925	1,950	1,573	153	10,386	32,315	19,135	18,400	21,000	58,414	25,120	15,430	361,715	1,032,320
13. Supervisors	133	40	38	134	231	141	122	154	251	422	294	56	161	332	119	79	2,617	10,767
14. Principals	748	518	106	376	597	1,117	1,044	785	277	1,570	740	401	1,646	2,364	1,331	944	16,398	54,573
15. Teachers	22,795	13,251	2,378	21,596	27,586	19,026	18,372	14,977	19,067	31,661	18,340	11,599	21,259	56,848	22,344	14,141	342,398	1,042,573
16. Pupils in ADA per	26.0	25.8	20.2	23.4	24.8	23.2	25.0	24.6	27.6	26.8	22.6	24.8	26.6	28.8	24.5	25.0	24.9	29.2
17. Per cent State revenue	68.5	45.6	80	50.2	59.4	57.6	59.5	49.5	43.3	51.3	45.6	47.8	55.5	45.3	45.8	35.1	39.8	57.8
18. Per cent Fed. revenue	10.1	13.3	1.8	6.0	5.7	6.9	6.6	8.2	10.0	7.6	6.7	5.6	7.6	6.7	12.7	4.0	4.5	9.4
19. C. E. per pupil in ADA	160.88	133.19	325.42	228.74	177.41	153.17	246.65	208.47	122.60	476.97	223.87	176.34	166.36	345.22	123.87	166.09	196.47	476.16
20. Av. sal. instructional staff	2,783	2,256	4,092	5,785	2,582	2,626	3,504	4,148	4,504	3,354	3,271	2,515	2,375	2,886	3,052	3,098	4,341	5,120
21. Includes District of Columbia.																		

* Includes District of Columbia.
 ** Includes library, guidance, and other instructional personnel.
 *** Includes other non-supervisory instructional personnel.
 **** Includes other non-supervisory personnel.
 † This figure is high in that it was calculated on basis of total "instruction" expenditure.

State Department Personnel
 See "A Desk For Billie"

"A Desk For Billie," the authentic life-story of Billie Davis in movies, was shown in the State Department library, October 9 and 10, to members of the local NECA unit and all others who wished to attend. Approximately 80 staff members attended these two showings which constituted the first meeting of the Department's NECA unit for the 1954-1957 school year.

This film is the centennial motion picture produced by the National Education Association emphasizing the value of the public schools in America can life.

The program was arranged by the officers of the NECA unit: Ruth Jewell, Nile Hunt, and Vester M. Muhland. The film is available, without charge, through the Division of Audio-Visual Aids, University of North Carolina, Chapel Hill.

Bibliography on Secondary Education Available Through State Department

"Suggested Professional Readings for Those Interesting in Secondary Education," a ten-page bibliography prepared by the State Department of Public Instruction, is now available to any librarians, teachers, administrators or supervisors who desire a copy.

This listing of professional books concerning secondary education is a companion piece to a similar bibliography prepared for elementary teachers several months ago.

Publications are listed under the following headings: General Interest, Health Education, Homemaking, Language Arts, Library, Mathematics, Music, Physical Education and Recreation, Safety, Science, Social Studies, Special Education, Testing, and Department Publications.

The bibliography was assembled by Cora Paul Bomar, Mary Frances Kennon, and Dr. Vester M. Mulholland, with the assistance of all members of the instructional staff.

Those who wish copies of this memo-graphed publication should write Dr. Mulholland at the State Department of Public Instruction in Raleigh. Copies of the elementary bibliography are also available through the same source.

In the near future it is hoped that these bibliographies may be refined and annotated in order that they may be of more usefulness to educators throughout the State.

Fifteen North Carolinians Win Merit Scholarships

Fifteen of the 556 National Merit Scholars of 1956 are from North Carolina, and entered college this fall.

Tar heel winners and the high schools from which they graduated are as follows:

Martha G. Thomas, Asheville, L. H. Edwards H. S.

Robert W. Deas, Canton, Canton H. S.

Raymond J. Cronin, Charlotte, E. Mecklenburg H. S.

Diane E. Loy, Graham, Graham H. S.

William Happer, Lenoir, Lenoir H. S.

Rachel V. Swanson, Lenoir, Lenoir H. S.

John T. Welch, Jr., Oxford, Oxford H. S.

Jean A. Shirley, Raleigh, N. B. Broughton H. S.

David K. Townes, Raleigh, N. B. Broughton H. S.

Terry S. Carlton, Reidsville, Reidsville H. S.

Murphy B. Conry, Rockwell, Rockwell H. S.

Marilyn Hackett, Spencer, Spencer H. S.

Samuel S. Stevens, Swannanoa, C. D. Owen H. S.

Otis W. Jones, Zirconia, Flat Rock H. S.

Carl Martin Rejoins Staff In Schoolhouse Planning

Carl B. Martin, former accountant for the Division of Schoolhouse Planning, has returned to his same position, after six months with the Superior Stone Company.

Martin, who has worked in the State Department for five years, expressed pleasure in returning to his former position and associates. John Cameron, director of the Division of Schoolhouse Planning, stated that "the Department is fortunate in securing the services of Carl Martin, whose acquaintance with the work of the Division, and whose enthusiasm and careful work are such great assets for our effective operation."

Publishers Provide Schools With Special Consultants

Publishers and manufacturers of school supplies have made a number of consultants available to assist teachers and principals during the year 1956-67.

Beatrice Bland, Consultant in Language representing the Houghton Mifflin Company, has been in the State during the first semester and will return for a number of weeks in the second semester.

Julia Teasley, Reading Consultant representing Scott, Foresman Company, has rendered service during September and October and will return to North Carolina for some additional service in the second semester.

Helene Grossenbacher, Consultant in English for Row, Peterson & Company, will schedule conferences in the State during January.

Iris Covey, Consultant in Reading for the same Company, will be available for service during the month of February.

Lucy Lockhart, representing the Chas. E. Merrill Company, has scheduled News Reading demonstrations and demonstrations in Literature in a number of places during the first semester and will also be in the State during January, February and part of March.

Mrs. Vina Gould, representing Milton Bradley Company, has scheduled Art Workshops in both semesters.

Mrs. Edith Sifford will represent Binney & Smith Company in several workshops in the State.

Henry C. Richmond, representing Art Crayon Company, Inc., held a number of Art Workshops during October.

CURRENT CURRICULUM BULLETINS

(For Sale by the State Department of Public Instruction, Division of Publications, Raleigh, N. C.)

No.	Title and Year Issued	Price
174	Health and Citizenship Education	\$.10
188	Courses of Study in Foreign Language, 1936 .....	.15
197	N. C. School Library Handbook (Revised 1953) .....	.50
233	A Report on Special Education, 1941 .....	.10
238	Art in the Public Schools, (1949 Edition) 1942 .....	.50
249	Language Arts in the Public Schools (1950 Edition) .....	.50
255	Handbook for Elementary and Secondary Schools, 1953 .....	.50
257	Planning and Equipping the School Library (1949 Edition) .....	.25
259	Studying the State of North Carolina, 1947 .....	.25
267	Curr. Guide and Course of Study in Business Ed. ....	.25
274	Food Service in North Carolina Public Schools, 1950 .....	.75
275	Mathematics - N. C. Public Schools - Yrs. 1-12, 1950 .....	.25
279	Physical Education (Elementary and High School), 1952	1.00
283	Social Studies, 1952 .....	.50
287	Health Education, N. C. Public Schools, 1954	1.00
293	Science for the Elementary School, 1953 .....	.50
295	Music in the Public Schools, 1955 .....	.50

National Teacher Exams To Be Held On February 9

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 9, 1957.

At the one-day testing session a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Nonverbal Reasoning; and one or two of eleven Optional Examinations designed to demonstrate mastery of subject matter to be taught. A Bulletin of Information (in which an application is inserted) describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during November and December, and in January so long as they are received before January 11, 1957.

In North Carolina the examinations will be held at: Appalachian State Teachers College, Boone; Western Carolina College, Cullowhee; Woman's College, U. N. C.; and Lenoir Rhyne College, Hickory.

Bomar Elected Chairman Of State Library Heads

Cora Paul Bomar, school library adviser for the North Carolina Department of Public Instruction, was elected chairman of the Association of State Library Supervisors for 1956-1957, at the regular summer meeting of the American Library Association at Miami Beach. Miss Bomar succeeds Mrs. Jane B. Hobson, state library supervisor from New Jersey.

Membership in the Association includes personnel from all states which have library supervisors, three Canadian provinces, and the United States Office of Education. Meetings are held semi-annually in conjunction with the ALA for the purpose of sharing ideas and planning ways for improving statewide library services. The next meeting of the Association will be held in Chicago in February, at which time Miss Bomar plans to preside over the programs of this supervisory group.

Calendar of Professional Meetings Conferences, Workshops, Institutes

November 19-21	—American Speech and Hearing Association, Chicago, Ill.
November 22	—Thanksgiving
November 22-24	—National Council for the Social Studies, NEA, Cleveland, Ohio
November 22-24	—National Council of Teachers of English, St. Louis
November 25-Dec. 1	—National Book Week
November 29-Dec. 1	—National Association for Mental Health, Washington, D. C.
November 29-Dec. 1	—N. C. Annual Special Education Conference, Raleigh
December 3-6	—Southern Association of Colleges and Secondary Schools, Dallas, Texas
December 4-5	—Superintendents Conference, Durham
December 4-8	—American Vocational Association, St. Louis
December 16-17	—N. C. Association of Health, Physical Education and Recreation, Boone
December 27-29	—National Council of Teachers of Mathematics, Jonesboro, Ark.
February 16-21	—American Association of School Administrators, Atlantic City
March 17-2	—Association for Supervision and Curriculum Development, St. Louis
April 2-5	—Southern District of AAHPER, Asheville
June 3-7	—N. C. Annual Conference of Teachers of Agriculture, Carolina Beach

Major Portion School Health Funds Expended For Correction of Dental, Eye, Tonsil Defects

Major portion, 91.2 per cent, of the funds expended for school health purposes during 1955-56 was for the correction of chronic remediable physical defects of indigent or medically indigent children. This fact was made known recently by Charles E. Spencer, Director of the Division of Health and Physical Education, State Department of Public Instruction, under whose general supervision these funds are administered.

The General Assembly made an annual appropriation of \$425,000 for the biennium 1955-57. Total expenditure from this appropriation during 1955-56 amounted to \$370,773.69. The remaining 8.8 per cent of the expenditure was for salaries, 4.6 per cent; travel, 1.7 per cent; and diagnosis, 2.5 per cent.

Corrections in terms of school children were as follows:

Tonsils	3,477
Teeth	16,427
Ears	175
Hernia	111
Orthopedic	31
Intestinal parasites	546
Eyes (glasses)	2,620

Eyes (surgery)	46
All others	775
Diagnostic services were provided as follows:	

Eye examinations	1,876
Medical examinations	23,195
Chest X-rays	1,362
Hearing tests with audiometers	51,732

The last item, includes all tests, both with the use of school and health personnel.

Teaching Aids

Persons interested in free or inexpensive aids, particularly in the high school subject fields, may request from General Motors a publication, entitled *Aids To Educators*, by writing to Educational Relations Section, General Motors, P. O. Box 177, North End Station, Detroit, Michigan. This booklet describes a number of available booklets and other teaching aids in Science and Engineering, Social Studies, and Economics, Guidance and Counseling, Home Economics and Driver Training.

Racial Problems Vary As Population Ratios

A study of the Southern Education Reporting Service reports indicates that the problems of racial prejudice, discrimination and segregation tend to vary in direct proportion to the population ratio of Negroes to whites, according to Dr. Glen Robinson, assistant to the president and instructor in school administration, George Peabody College for Teachers, Nashville, Tenn.

The Nation's Schools commissioned Dr. Robinson to summarize, interpret and evaluate the mass of local data gathered by the Southern Education Reporting Service, Nashville, a fact-finding agency established by Southern newspaper editors and educators with the assistance of the Fund for the Advancement of Education. These problems are not confined to the South, Dr. Robinson reports.

Desegregation will probably be accepted with relative calmness in 136 Southern counties where Negroes make up less than 1 per cent of the total population. It will probably not be a major problem in the 524 counties (40 per cent of the 1306 counties in 13 Southern states) where Negroes make up 10 per cent or less of total population.

Opposition to school desegregation is far greater in the 1954 Southern counties where Negroes make up 50 per cent or more of the total population.

Although racial prejudice undoubtedly plays an important part in opposition to desegregation, many white southerners stress other reasons for opposing rapid desegregation of schools, Dr. Robinson writes. These white southerners point out that substantial and significant differences exist between white and Negro children, taken as groups, in the South, and must be dealt with. Spokesmen disagree as to whether these differences result primarily from inherent racial differences or from differences in socio-economic environment.

Opposition of many white southerners to rapid desegregation, Dr. Robinson states, is rooted in their interest in their children's developing what sociologists term "a set of middle class values" as basic guides for living. These include attitudes toward courtship and marriage, family living, crime and violence, health and sanitation, speech and manners, economics, education and religion. Like many other parents, they do not want their children to be closely associated with the extreme lower socio-economic groups, white or Negro, because of differences in "value patterns."

While many southern whites admit that rapid integration will help develop middle-class values among Negro students, they hasten to point out that rapid integration would probably develop a number of lower class values among white students. Others base their opposition to rapid desegregation on reported wide differences between the average grade achievement level of white and Negro students of the same age.

The people of the South, even the Deep South, have varying opinions regarding desegregation of public schools, opinion concentration varies among states, counties, communities, even in families. Opinions vary between races, with age, socio-economic level, educational level—and within all of these categories, Dr. Robinson reports. Considered as a group, however, white Southerners are quite unhappy at the prospect that their children may have to be enrolled in desegregated public schools.—Nation's Schools News Service.

Council Issues Booklet on Field Trip Activities

Designed to assist teachers in providing their pupils with more stimulating and fruitful learning experiences, a comprehensive study of educational field trips has just been published by the National Aviation Education Council.

Field Trips is one part of a long range effort of the Materials of Instruction Committee of the National Aviation Education Council to strengthen the educational foundations of American youth.

Noting that children learn best from firsthand experiences, *Field Trips* presents in detail the various aspects of the well-planned and executed community excursion. After considering all the phases in the preparation, management, and correlated follow-up activities of any field trip, the booklet then gives examples of these trips, sorting out for different grade levels. Included are: a trip to a pet shop, a trip to the fire station, a visit to the airport, a trip to a farm, a science field trip, and many others. Considered in each sample trip are the aims, the preparation, the actual trip, and the follow-up activities.

Of invaluable aid to educators seeking to enrich the school curriculum, *Field Trips* may be obtained by writing to the National Aviation Education Council, 1025 Connecticut Ave., N.W., Washington 6, D. C. The price is 50 cents.

School Boards Association Issues Pamphlet Series

A series of pamphlets designed to be a guide for school board members is being issued by the North Carolina School Board Association.

Pamphlet No. 1, entitled "How Are We Doing?" and pamphlet No. 2, "Routine Board Functions," have already been distributed to board members. It is the plan of the Association for these pamphlets to become a Handbook for Board Members. Sections of a proposed Handbook for Committeemen are also being distributed by the Association.

Community Colleges Have Many Advantages

Community junior colleges have many advantages, according to Ward N. Black, Assistant Superintendent of Public Instruction for Illinois.

"The community junior college is unique in that it is in position to offer opportunities not common to other educational institutions," Superintendent Black stated recently, in an article in the *Illinois Educational Press Bulletin*.

Among those many opportunities, Superintendent Black lists the following:

1. The junior college provides additional and immediate opportunities for all high school graduates in the community.
2. The junior college lowers the cost to students and families for the first and second years of higher education.
3. The junior college provides terminal programs for those who do not seek a college degree.
4. The junior college provides opportunities to students to strengthen their positions locally in agriculture, business and industry.
5. The junior college offers locally general education courses for credit towards degrees in recognized colleges and universities.
6. The junior college relieves the overcrowding in freshmen and sophomore classes in four-year colleges and universities resulting in advantages to all concerned.
7. The junior college offers adult education courses for self-improvement of both credit and non-credit nature.
8. The junior college may provide many programs of cultural interest and value to the community.

58,820 Pupils Visit Colonial Williamsburg

A total of 58,820 school children from 36 states, Alaska and the District of Columbia visited restored 18th-century Williamsburg, Virginia, during the past school year to study their American history on the spot, Colonial Williamsburg reported recently.

The record number of youthful visitors exceeded by 18 per cent the 50,013 who made trips during the 1954-55 school year. Virginia students numbered more than half of the total.

North Carolina, with 96 groups and 3,406 students ranked second, while Illinois, Georgia, New Jersey, South Carolina, Indiana, Ohio, Pennsylvania, Maryland and New York completed the top 10. In distance 12 high school members of Alaska's Civil Air Patrol made the longest trek. Minnesota sent seven groups totaling 320 students, and California sent 80 students.

The increase in visitation by school groups follow the fast-growing trend toward a broad use of historic sites as supplements to classroom study in American history. Colonial Williamsburg's educational program, which includes specially-prepared films and other materials available in advance of a visit, is especially suited to school field trips.

The school visit season begins September 1, with reduced rates in effect through March 15. Special escort service is available to the visiting groups.

Barrett Working In India As Fulbright Consultant

Ella Stephens Barrett, supervisor of guidance services for the State Department, left August 23 by plane for Delhi, India, where she is working for nine months as a consultant in guidance with the United States Educational Foundation in India. Miss Barrett's leave of absence was made possible through a Fulbright grant for exchange personnel.

The purpose of Miss Barrett's visit to India is to work with other American educational leaders, along with Indian educationists, in developing an improved program of secondary education throughout India. Multipurpose secondary schools are emerging in all parts of India, according to Miss Barrett; and teachers, principals, and administrators are seeking ways of making high school education more effective and efficient.

Board Approves Applications for State Funds

New applications for State funds in the total amount of \$2,332,782.51 from the State School Plant Construction and Improvement Fund of 1953 were approved by the State Board of Education on October 4.

The Board also approved changes in previously approved applications for monies from this Fund which increased the total funds approved by \$3,587.63. An approval of \$157,866.02 from the 1949 State fund was made to Yancey

County for the erection of a new school plant called East Yancey. This Yancey County approval exhausts the 1949 State fund, with the exception of an allotment of \$13,913.90 for Hyde County, and this is expected to be approved next month.

Approval of applications from the 1953 fund in October brought the total approval monies from that fund to \$34,525,846.92. October approvals were as follows:

Administrative Unit	Project	Description	State Funds
Avery	Crossmore	New bldg. at existing plant	\$ 40,396.65
Brunswick	Brunswick Trng.	Addition	117,660.00
	Union High	Addition	63,623.32
	Lincoln	New bldg. at existing plant	138,704.18
	Willow Tree	Addition and renovations	29,347.70
Burke	Ridgeview	New bldg. at existing plant	115,452.97
Hickory	Martins Creek	New bldg. and renovations	63,297.90
	Ranger	Addition	16,528.32
Gastonia	North Elem.	New bldg. at existing plant	135,039.45
Graham	Mt. View	Gymnasium	59,646.97
	Robbinsville	Addition	26,175.68
Guilford	Nathanael Greene	New bldg. at existing plant	58,536.76
Martin	Oak City	New bldg. at existing plant	120,963.00
Montgomery	Peabody High	Gymtorium	65,487.03
Southern Pines	Southern Pines	Addition	39,917.29
	Coats	New bldg. at existing plant	60,042.37
	Squire	New plant on new site	106,531.72
	Jackson Elem.	New bldg. at existing plant	71,355.62
Pasquotank	Pasquotank Elem.	Addition	57,922.42
Randolph	Randolph High	New bldg. at existing plant	80,580.00
	John M. Caveness	New bldg. at existing plant	40,728.00
Red Springs	Red Springs	New bldg. at existing plant	68,459.54
Stokes	King	New bldg. and renovations	158,000.00
	Nancy Reynolds	Addition	55,031.26
Swain	Alarka	Renovations	18,672.96
	Almond	Renovations	7,547.20
	Bryson City	Renovations	30,702.90
	Whittier	Renovations	21,092.94
Wilson	Elvie Street	Addition	35,000.00
	Adams	New plant on new site	150,000.00
	Darden	Addition	58,568.19
Yancey	West Yancey	New plant on new site	248,729.16
Total			\$2,332,782.51

Three workshops of seven to eight weeks each have been arranged in regional population centers, where Indian educators will gather to explore ways of improving science, social studies, and guidance services.

Miss Barrett arrived in Delhi early in September, after short visits in London, Rome, and Bombay. At present she is visiting a number of local educational institutions as part of her orientation program. Following a month of traveling and conferring with Indian educational leaders, the first workshop will be held.

Other American educators who accompanied Miss Barrett include Dr.

Allen P. Bradley, Buffalo; Dr. Richard F. Klux, New Paltz, New York; and Dr. Clara M. Olson, Gainesville, Florida.

During Miss Barrett's nine-months leave of absence, Mrs. Edna Ross, director of guidance for the High Point High School, is serving as guidance supervisor in the State Department.

Earlier in the summer Miss Barrett was appointed to the Advisory Board of the Educational Test Service, Princeton, New Jersey. It is the purpose of this board to consider the development of guidance aids for teachers. A substitute for Miss Barrett will serve on The Advisory Board in her absence.

Recent, Readable and Reliable

THE THREE R'S PLUS

This 1956 compilation of thirty-three essays by thirty-one experts on varied educational topics is an effort to state what today's schools are trying to do—and why. Parents and other interested citizens, as well as educators themselves, will delight in the pros and cons of modern education as described in this new book.

As the title implies, practically every chapter is built around the thesis that a teaching program that limits itself to the three R's is totally inadequate for modern pupils. As one would expect, emphasis throughout the chapters is helping the pupil to learn all that is useful in making him a citizen of understanding, sensitivity, and determination.

The book is divided into three sections: "Changed and Changing Conceptions," "Subjects and Services," and "Issues of Interest." The book explains modern educational philosophy and describes the methods of teaching, as applied to specific subject fields, that are based on these theories.

Every chapter is a delightful experience in itself; yet throughout the volume there is the continuing, unifying theme of sound teacher-pupil relationships; emphasis on motivation; self-evaluation; and the importance of skills, knowledge, and attitudes.

Robert H. Beck (ed.) *The Three R's Plus, What Today's Schools Are Trying to Do — and Why*. University of Minnesota Press, Minneapolis, Minn. 1956. 392 pp. \$5.00.

TEACHING HIGH SCHOOL SOCIAL STUDIES, PROBLEMS IN REFLECTION THINKING AND SOCIAL UNDERSTANDING

In a field which has become one of the most important in our entire educational system, this text makes a major contribution. Rich in theoretical content, and concerned with practice which grows out of such a basic theory, it provides an outstanding basic volume for teachers in service and an excellent text for courses in methods, in principles of teaching, and in curriculum.

The book emphasizes methods of teaching built on democratic principles; principles of learning, especially the reflective method; and content in all phases of social science. At least a third of the book is devoted to what to teach.

Chapter headings include "Learning As Development of Insight," "Techniques for Stimulating Reflection," "Discussion as a Tool of Reflective Thinking," "A Proposal for the Selection of Content in the Social Studies," "Materials of Instruction in the Social Studies," and "Building and Maintaining Academic Freedom in the High School." A well chosen, pertinent bibliography accompanies each chapter.

Experienced as well as beginning teachers will find the discussions in this book discerning and extremely valuable. The volume is beautifully written — clear, forceful, logical, and scholarly. What's more, it is stylistically excellent.

Social Studies teachers who try to keep abreast of the best thinking in the field have no alternative except to read and re-read the classic work.

Hunt, Maurice P. and Metcalf, Lawrence E. *Teaching High School Social Studies, Problems in Reflective Thinking and Social Understanding*. Harper and Brothers, New York. 1955. 471 pp. \$4.50.

YOUR ADOLESCENT AT HOME AND IN SCHOOL

This book was written for parents, teachers, and others concerned with adolescent boys and girls. It tries to offer not only understanding and insight about these young people, but also a statement of faith and confidence in parents and teachers, who have been under fire so frequently from various critics. Here is a non-technical synthesis of current knowledge about adolescence by a mother and father of six children who, professionally, have spent their lives in the study of what makes the adolescent tick.

Typical chapter headings include: "Physical Growth and Development in Adolescence," "The Family Circuit," "Living With the Adolescent," "Family Crises," "What Kind of Education Do Adolescents Need?" "The Enlarging High School Program," and "Helping the Adolescent in High School."

The "Selected Bibliography and College Information" constitutes an excellent section of the book.

Informative, reassuring, and illuminating! Exceptionally readable; very practical!

Larence K. Frank and Mary Frank, *Your Adolescent At Home and In School*. The Viking Press. New York. 1956. 336 pp. \$3.95.

Peace Program Topic for 1956-57 Chosen

Topic for the High School World Peace Study and Speaking Program for 1956-57 is "The United Nations—Its Problems and Opportunities."

This program, conducted annually by the University of North Carolina, has for its purpose the stimulation of interest in problems of World Peace. It was originated by O. K. Merritt of Mount Airy. All high schools are invited to participate.

The program may be used as parallel work in connection with regular high school courses, such as English, history, social studies, public speaking, government, sociology, civics, international relations, and dramatics.

A handbook, issued by the University, includes material on the topic and rules and suggestions for conducting the program. Those interested should write to the University Extension Division of the University of North Carolina, Chapel Hill, N. C. for further information.

Salem College Begins School Visitation Program

Beginning this fall Salem College is providing a visitation program for school groups.

The purpose of this new program, according to Dr. Elizabeth Welch, head of the College's education department, is to use the exhibit buildings and other facilities of Old Salem to make local and regional history more meaningful. Emphasis throughout the program will be upon the interpretation of the ideals and purposes of the early Moravian settlers as they have meaning to modern students.

The plan developed by Old Salem, a non-profit, educational organization partially financed by State grants, is designed in units of study which correlate with the public school curriculum on each grade level. Materials include suggestions for pre visit preparation and post-visit activities, as well as a test for use before and after the study to appraise its effectiveness.

The visit itself begins in the Old Salem Student Center with an orientation period directed by a trained leader and illustrated with visual and audio aids. Then a short walk through the village terminates in a guided tour of the Wachovia Museum, where artifacts considered in the study unit are pointed out. Finally, the major emphases are recalled in a round-up discussion back at the Student Center.

The Attorney General Rules . . .

Authority of — Administrative Unit to Lease School Property to a Privately Owned Nursery School

In reply to inquiry: With your letter of August 22, you enclosed a letter from Mrs. _____, President of the _____ Association of Certified Day Nurseries, inquiring as to the authority of the _____ City Administrative Unit to lease school property to a privately owned nursery school. You also enclosed copies of certain correspondence on the subject, including a copy of an opinion from the attorney for the _____ City Board of Education, expressing the opinion that the Board does have such authority.

I find that in 1949 the General Assembly enacted Chapter 385 Session Laws of that year entitled the _____ Public School Code. Section 11.1 of that Code provides that any real property belonging to the Board may be leased or rented by it for a term not to exceed the period during which, in the opinion of the Board, the property will not be needed for school purposes but in no case for a term exceeding five years. Any original lease may contain a provision for the extension or renewal thereof with the approval of the Board of Education for an additional term not exceeding five years.

Subsection 5 of Article 15, Section 2 of the 1955 School Law now codified as G. S. 115-126 (5) provides that when, in the opinion of any County or City Board of Education, the use of any property owned by it is unnecessary or undesirable for public school purposes, but the sale of such property is not practicable or in the public interest, such Board may in its discretion enter into an agreement with any other person, firm or corporation for the lease of such property for a term not in excess of one year, upon such terms and conditions as the Board shall deem advisable and in the public interest.

From the foregoing, it will be seen that both under the Statewide School Law and the Local Act, the _____ City Board of Education has the authority in its discretion to lease a part of its property for nursery school purposes after a finding of fact that the property in question will not be needed during the term of the lease for public school purposes.—Attorney General, August 30, 1956.

County-Wide Supplemental Tax For School Purposes

In reply to inquiry: With your letter of May 15 you enclosed a letter from Mr. _____, Superintendent of _____ County Schools, in which Mr. _____ states:

"One of my principals asked if it would be legal for the County Board of Commissioners to levy a county-wide tax, without a vote of the people, for the purpose of supplementing teachers' salaries."

Subsection (A) (2) of Section 1 Article 9 of the new School Law, now codified as G. S. 115-78, sets out the items which may be included for instructional service in the countywide current expense fund budget. The first item listed is:

"Salaries of elementary and high school teachers and principals."

G. S. 115-79 sets out the objects of expenditure to be included in the State school budget. Listed under the heading of the instructional service are salaries of teachers and principals. The last paragraph of Subsection (1) of G. S. 115-80 provides that:

"When necessity is shown by county or city boards of education, or peculiar local conditions demand, for adding or supplementing items of expenditure not in the current expense fund provided by the State, the Board of County Commissioners may approve or disapprove, in part or in whole, any such proposed and requested expenditure. For those items it approves, it shall make a sufficient tax levy to provide for the funds."

In spite of the foregoing provisions of the 1955 School Law, it is the view of this Office that such items of expenditure as are mentioned in the foregoing exceptions are simply for the purpose of providing teachers, supplies, etc., not furnished by the State.

Article 14 of the new School Law provides the machinery for local tax elections for school purposes. Subsection (1) of the statute, now codified as G. S. 115-110, provides that "elections may be called to ascertain the will of the voters as to whether there shall be levied and collected a special tax in the several administrative units, districts, and other school areas, including districts formed from contiguous

counties to supplement the current expense funds from state and county allotments and thereby operate schools of a higher standard by supplementing any item of expenditure in the school budget."

You will recall that the foregoing is essentially the language of the statute formerly codified as G. S. 115-361.

It is thought that the foregoing provisions are really not in conflict and that when a tax is levied for the purpose of supplementing the salaries of State-allotted teachers, the administrative unit is thereby operating schools of a higher standard than furnished by the State support. You will also recall that Article 7, Section 7 of the State Constitution, provides that no county shall levy any tax except for the necessary expenses thereof unless approved by a majority of those who shall vote thereon in an election held for such purpose.

In many cases our Supreme Court has held that the operation of the public schools for the six months constitutional term is a necessary expense; however, it seems very doubtful that our courts would approve, without a vote of the people, a tax levy for the sole purpose of supplementing the salaries of State-allotted teachers. — Attorney General, May 15, 1956.

Instructions for Handicapped Persons

In reply to inquiry: In your letter of July 20, you state your Board of Education has a request from a school operating in _____ for handicapped children to supply a teacher for the school. You state that most of the children enrolled would be classified as trainable but not educable. You further state that the school is licensed by the Welfare Department and receives some support from the local United Fund organization. You then inquire whether your Board is justified in making an appropriation to supply a teacher for this school.

Section 3, Article 23 of the 1955 School Law, now codified as G. S. 115-200, provides for a program of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special types of instruction. That section provides that classes of special education may be established and organized in any ad-

(Continued on page sixteen)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, November, 1951)
G. H. Ferguson, Director of the Division of Negro Education, was named recently by Governor W. Kerr Scott to the Board of Trustees of the Elizabeth City State Teachers College.

W. M. Jenkins, Superintendent of Durham County Schools since 1943, has resigned to go with the University of North Carolina effective November 15.

John L. Cameron, Director of the Division of School Planning, State Department of Public Instruction, appeared before the House Committee on Education and Labor on November 5-7.

Ten Years Ago

(N. C. Public School Bulletin, November, 1946)
Dr. W. Amos Abrams, of Raleigh will be speaker at the Cabarrus County meeting of the North Carolina Education Association to be held at Hartsell High School, Monday, October 14.

State Supt. Clyde A. Erwin urged county and city superintendents to continue the school savings program as an integral part of the school curriculum in a recent letter.

K. R. Curtis, former superintendent of the Wilson County schools, died at his home in Wilson on October 5.

Fifteen Years Ago

(N. C. Public School Bulletin, November, 1941)
James A. Weathers, Jr., a native of Raleigh, was appointed on September 10 as accountant in the Division of Finance and Statistics to audit the funds spent by the various educational units of the State in the operation of the Defense Training Program.

Lawrence L. Lohr, member of the State Department staff during 1923-25, has recently resigned his position as State representative of the American Book Company to take a similar position with the World Book Company.

Twenty Years Ago

(N. C. Public School Bulletin, November, 1936)
Dr. James E. Hillman was elected Secretary-Treasurer of the North Carolina College Conference at its annual meeting held in Greensboro, November 5 and 6.

In North Carolina the average salary paid teachers including principals was \$713.95.

We Recommend

that school authorities emphasize the importance of priorities in education. This Committee has embraced with enthusiasm the concept of schools which provide a great variety of services designed to do all that is possible to fit children for fruitful adult lives, but there is real danger that in attempting to do everything a little, schools may end by doing nothing well. At present school funds are limited, and the student's time will always be limited. It is essential that schools pursue a policy of giving children first things first. In the rush for a great quantity of courses, quality must not be lost. The desire to provide education for all American children need not be inconsistent with the need to provide full opportunity for the gifted.—Committee for the White House Conference on Education.

The Attorney General Rules

(Continued from page fifteen)

ministrative unit or district which has one or more handicapped individuals when the approval of the State Superintendent of Public Instruction and the State Board of Education has been given. As you know, the State is operating such a program as is outlined in G. S. 115-200 under the supervision of Mr. Felix Barker. A certain number of teachers are being supplied at State expense. As I understand it, you are inquiring whether local funds may be employed for this purpose in the situation outlined in your letter. I have discussed the matter with Dr. Carroll and with Mr. Barker. It seems to me that the answer to your question depends upon the meaning of the terms "trainable" and "educable." From my discussions with Dr. Carroll and Mr. Barker, I have the impression that a child is trainable when he is capable of learning to care for himself, to feed himself, etc., and that a child is educable when he is capable of learning to read, write, count, etc. If that be the distinction, it seems to me very doubtful that any public funds, whether derived from taxation or not, can be used for the purpose indicated. Of course, if your Board has any funds that have been donated by any interested persons, they may be used for this purpose. — Attorney General, August 3, 1936.

MAKING TODAY'S NEWS

Burke. All school buses in Burke County were equipped this year for the first time with locked caps for gas tanks to stop thefts of gasoline. *Asheville Citizen*, September 22.

Kannapolis. Thirty-seven A. L. Brown High School students are participating in the distributive education program conducted this year under joint sponsorship of the school, the Kannapolis Merchants Association, and the North Carolina Department of Public Instruction. *Kannapolis Independent*, September 23.

Onslow. It will cost \$8 million during the next 10 years to furnish school buildings alone for Onslow County as attendance continues to grow as it has during the past 10 years, Superintendent of Schools, I. B. Hudson said today, *Jacksonville News* September 20.

Dare. A change in ferry schedules has been promised Mrs. Mary L. Evans, County Superintendent of schools, to fit into school closing hours. — *Raleigh News and Observer*, October 15.

Vance. All of the 58 buses in the county school transportation service were found in good condition in the regular monthly inspection conducted this week by the State Highway Patrol, Superintendent J. C. Stabler announced today, *Henderson Dispatch*, October 5.

Wake. A million and a half dollars is needed for school buildings in Wake County immediately or some schools in the county will operate next year on double shifts. This statement was made yesterday to the County Board of Education by Fred Smith, county school superintendent. *Raleigh News and Observer*, October 9.

Robeson. The State Board of Education yesterday in Raleigh allotted a sum of \$63,496 to Red Springs for a new building to be constructed at an exhibiting (existing) plant. This money will be used for additional classrooms at the Negro school. *Robesonian*, October 5.

Orange. A tentative building program and time table for construction in the Orange County School System has been approved by the Board of Education and presented to the State Review Panel by Supt. G. Paul Carr. *Raleigh Times*, October 22.

Rowan. Rowan County taxpayers have a million dollar investment in school buildings. *Salisbury Post*, October 14.

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NORTH
CAROLINA

BULLETIN

December, 1956

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 4

U. S. Supports 81 Educational Programs

Federal support for 81 educational programs totaled more than \$1.6 billion during the 1954-55 school year, according to a new biennial report of the Office of Education, Department of Health, Education, and Welfare.

Entitled "Federal Funds for Education," the new publication also lists many available statistics for the 1955-56 school year and for several earlier years. Values of commodities and services as well as funds are included in the tabulations.

The new total of \$1,616,654,000 is less than half of the 1948-49 sum, which was \$3,500,817,000. A significant factor in the decrease was veteran's education and training. Federal support of this program was \$2,700,184,000 in 1948-49, or about four times the amount for 1954-55.

A significant increase in Federal assistance for school construction in federally affected areas is shown. Whereas \$122,767,000 was expended for this program in 1954-55, only \$2,956,000 was disbursed four years earlier. The affected areas include districts in which Federal ownership of property has reduced taxable valuations appreciably, or Federal activities have caused burdensome school enrollments through the influx of workers and their families.

Among other principal Federal expenditures for education in 1954-55 were:

Veterans' education and training, \$669,314,000; school lunch programs, \$169,502,000; surplus personal property allocated to educational and health institutions, \$132,174,000; public school maintenance and operation in federally affected areas, \$85,251,000.

Also agricultural extension service, \$40,600,000; education of U. S. Indians, \$34,600,000; and vocational rehabilitation, \$24,790,000.

The Federal Government supported education of dependent children of overseas military personnel; native children in Alaska, Pribilof Islands, and the Virgin Islands; and children of employees of national parks, including Crater Lake, Mammoth Cave, and Yellowstone.

Other programs included educational exchange programs with other nations, educational missions in foreign countries, off-duty education of military personnel, land-grant colleges, vocational education, veterans' vocational rehabilitation, atomic research, aviation education, educational programs in penal and correctional institutions, industrial apprenticeship training, and fellowships in scientific fields.

Programs receiving Federal support are those considered essential or beneficial to national welfare and security, or which carry Federal responsibility. They are administered by various Federal departments and agencies.

The 163-page bulletin is available at 60 cents each from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

North Carolina Ranks 36th in College Enrollment Per 10,000 Population

North Carolina is not at or near the bottom in a ranking of states on the number of college students in relation to the total population.

North Carolina, with 103 students enrolled in college as of November, 1953, to each 10,000 of its population, ranked 36th among the states. The average for the nation in this respect was 139 students. Range was from a low of 65.3 in Nevada to 283.6 in Utah. In the District of Columbia the ratio was 361.3 students to each 10,000 population.

Next to Utah in rank were the following: California, 193.6; Massachusetts, 187.7; Vermont, 184.7; New York, 177.6; Colorado, 175.4; Oklahoma, 166.6; Kansas, 153; Connecticut, 151.2; and Texas, 151.1.

At the other end and next to Nevada were: Maine, 81.5; New Jersey, 86.7; Arkansas, 87.6; West Virginia, 87.6; Kentucky, 89.0; Mississippi, 90.4; Virginia, 92.6; Alabama, 94.2; Delaware, 94.3; and South Carolina, 94.9.

Board Reduces Request for City Bus Service

Request for State funds with which to operate school bus transportation service in city administrative units was reduced by the State Board of Education at a meeting held November 1.

Originally, the Board had filed a request for \$664,250 annually. This request was estimated and "based on the best information available at the time the budget was submitted." Subsequently, a study, based on questionnaires to superintendents, was made; and on the basis of this new information, "the Board directed that its budget request for city transportation be amended to read \$404,234 for the first year of the biennium and \$416,086 for the second year of the biennium."

School Insurance Fund Nets \$1,196,432.90 Profit

North Carolina's public school insurance fund shows a net profit of \$1,196,432.90 during its seven years of operation, according to a recent report to the State Board of Education.

Total liabilities and reserves as of June 30 amounted to \$3,366,459, the Board was informed by the Division of Insurance. Ninety-six of the 174 administrative units have a total of \$221,509,929 worth of insurance with the State fund, which was established by the General Assembly of 1949.

Two million dollars was borrowed from the State Literary Fund to launch it. The Board decided to delay repayment of a million dollars at this time.

Fire and other losses during the seven years' operation of the fund have amounted to \$1,261,028.81. Loss ratio to earned premiums has been 55.86 per cent. These losses for each of the years were as follows.

1949-50	—	\$ 16,078.98
1950-51	—	91,296.73
1951-52	—	40,666.81
1952-53	—	356,610.50
1953-54	—	238,082.00
1954-55	—	332,108.17
1955-56	—	186,185.62

A Creed for School Teachers

*I BELIEVE in boys and girls, the men and women of a great tomorrow;
that whatsoever the youth soweth the adult shall reap.*

*I BELIEVE in the curse of ignorance, in the efficacy of schools, in the
dignity of teaching and in the joy of serving others.*

*I BELIEVE in wisdom as revealed in human lives as well as in the
pages of a printed book, in lessons taught, not so much by precept
as by example, in ability to work with the hands as well as to think
with the head, in everything that makes life large and lovely.*

*I BELIEVE in beauty in the schoolroom, in the home, in daily life and
in out-of-doors.*

*I BELIEVE in laughter, in love, in faith, in all ideals and distant
hopes that lure us on.*

*I BELIEVE that every hour of every day we receive a just reward for
all we are and all we do.*

*I BELIEVE in the present and its opportunities, in the future and its
promises, and in the divine joy of living.*

—Edwin Osgood Grover.

*A teacher is—
a sculptor who molds your child's
mind.
an architect who blueprints your
child's career.
a pioneer who explores your child's
character.
a diplomat who negotiates with
the future.—NEA*

Education is more than one of our national assets. It is the most important of our assets—the one that gives meaning to all others.—Norman Cousins.

A university should be an organ of memory for the state for the transmission of its best traditions. Every man sent out from a university should be a man of his nation, as well as a man of his time.—Woodrow Wilson.

Our youth now love luxury. They have bad manners, contempt for authority, they show disrespect for elders and love to chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up their food and tyrannize their teachers.—SOCRATES, 400 B. C.

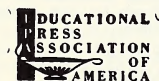
We cannot ignore our educational problems; we cannot even postpone action upon them until another year.—G. Mennen Williams, Governor of Michigan.

Of the Nation's 76 approved medical schools, only five have an enrollment of more than 600 students. The largest, the University of Tennessee, enrolls 781 students.

More than \$10,000,000,000 was spent by Americans last year on alcoholic drinks — an all-time high, according to the National Woman's Christian Temperance Union.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction

EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Vol. XXI, No. 4

December, 1956

Why Do Pupils Drop Out of School?

Two good reasons for pupils not dropping out of school are contained in the answers to these questions:

1. What's going to be their occupation?
2. How much schooling will they need to successfully meet the competition in that occupation?

Before answering the first question, consider these facts:

- Young people who drop out of school hold many more of the low paying jobs than high school graduates do.
- The non-graduate doesn't earn as much as the graduate.
- The non-graduate is not promoted as fast as the graduate.
- Most good jobs today require a high school diploma.
- Finding a job is more difficult for a non-graduate.
- The competition for better jobs is greater today because the majority of young people are high school graduates.

- Most occupations — law, medicine, engineering, teaching, selling, almost any one you can name—require first the broad educational background represented by a diploma and then specialized training.

Those facts fairly well answer the second question. The truth is young people will need as much schooling as they can get to be a successful person, whatever their chosen field. On the other hand, lack of schooling can be a real deterrent to the successful pursuit of a chosen career.

Educated men and women are needed. That need spells out higher paychecks and better working conditions for those who qualify. In order to qualify our young people should have at least a high school diploma.

Those are some reasons why they shouldn't drop out.

The Art of Getting Along

Sooner or later,
A man,
If he is wise,
Discovers that life is a mixture of
good days and bad,
victory and defeat,
give and take.

He learns
That it doesn't pay
to be a good, sensitive soul:
That he should let some things
go over his head like water off a
duck's back.

He learns
That he who loses his temper
usually loses out.

He learns
That all men have burnt toast for
breakfast now and then,
And that he shouldn't take the other
fellow's grouch too seriously.

He learns
That carrying a chip on his shoulder
is the easiest way to get into a fight.

He learns
That the quickest way to become unpopular
is to carry tales and gossip
about others.

He learns
That back-passing always turns out to
be a boomerang,
and that it never pays.

FUNDAMENTALS OF HUMANICS

1. People resist criticism.
2. Human reaction can be predicted.
3. Informed people should be understandingly tolerant of people who are less informed.
4. All people believe what they believe whether or not it is true.
5. A person will react negatively to anything he does not understand.
6. A person's way of doing anything is the correct way as far as he is concerned.
7. People are interested mostly in themselves and their problems.
8. People resist change.
9. Arguments cannot be won by agreeing or disagreeing.
10. All persons are irritated when their habits are interfered with.

U. J. Sworeson of the
International Harvester
Company

He comes to realize
That the business could run along perfectly well without him.

He learns
That it doesn't matter so much who
gets the credit,
so long as the business benefits.

He learns
That even the janitor is human, and
that it does no harm to smile and
say "Good Morning", even if it is
raining.

He learns
That most of the other fellows are as
ambitious as he is,
That they have brains as good or better,
and
That hard work, not cleverness, is the
secret of success.

He learns
To sympathize with the youngest coming
into the business, because he remembers
how bewildered he was
when he first started out.

He learns
Not to worry when he loses an order,
because experience has shown that
if he always gives his best, his average
will break pretty well.

He learns
That no man ever got to first base alone,
and that it is only through cooperative
effort that we move on to
better things.

He learns
That bosses are not monsters, trying to
get the last ounce of work out of
him for the least amount of pay,
but
That they are usually
pretty good fellows who have succeeded
through hard work and who
want to do the right thing.

He learns
That folks are not any harder to get
along with in one place than another,
and
That the GETTING ALONG depends
about ninety-eight per cent on his
own behavior.

—Selected;

Arranged by one of "Ye editors".

Report Shows How State Funds Were Spent For Operating Public Schools During 1955-56

A total of \$123,084,281.79 in State funds was spent during 1955-56 for operating the public schools in the 174 administrative units, according to the Report on Audit of the State Nine Months School Fund recently made by the Division of Auditing and Accounting of the State Board of Education.

At the close of the fiscal year, the Report shows, there was a balance on hand of \$2,662,259.01.

Funds available for operating the schools during the year included:

Balances on hand	\$ 1,170,189.00
Appropriations for year ..	124,042,827.00
Receipts from sale of	
old bus equipment	113,840.46
Unallotted bus equipment ..	419,684.34
Total	\$125,746,540.80
Expenditures included the following:	
Expended in units	\$123,051,485.66
Printing	5,218.54
Bond premium	2,611.26
Unallotted bus equipment ..	24,966.33
Total	\$123,084,281.79
Balances	2,662,259.01
	\$125,746,540.80

Amounts expended in the 174 units were as follows:

Unit	Total Expenditures
Alamance	\$ 1,374,907.49
Burlington	787,895.82
Alexander	475,328.57
Alleghany	246,523.26
Anson	585,466.21
Morven	132,372.20
Wadesboro	241,238.11
Ashe	645,379.13
Avery	484,435.51
Beaufort	732,127.72
Washington	453,602.92
Bertie	820,510.30
Bladen	1,029,317.91
Brunswick	676,817.21
Buncombe	2,119,637.57
Asheville	1,120,125.30
Burke	927,138.63
Glen Alpine	144,095.86
Morganton	310,776.22
Cabarrus	881,599.72
Concord	436,360.04
Kannapolis	641,515.45
Caldwell	1,160,618.33
Lenoir	283,663.72
Camden	191,117.43
Carteret	684,653.88
Caswell	742,587.63
Catawba	997,246.00
Hickory	679,163.88
Newton	283,882.33
Chatham	848,226.43
Cherokee	256,543.44
Andrews	157,100.81
Murphy	206,493.88

Chowan	139,738.80	Montgomery	595,352.59
Edenton	254,372.61	Moore	888,542.45
Clay	186,482.34	Pinehurst	101,888.67
Cleveland	1,332,568.59	Southern Pines ..	154,100.79
Kings Mountain ..	267,267.30	Nash	1,423,679.70
Shelby	463,863.50	Rocky Mount	737,178.88
Columbus	1,430,138.37	New Hanover	1,798,752.65
Whiteville	339,265.70	Northampton	822,561.10
Craven	788,772.80	Onslow	982,301.15
New Bern	495,036.70	Orange	575,424.05
Cumberland	1,456,188.73	Chapel Hill	282,226.68
Fayetteville	877,018.72	Pamlico	315,861.50
Currituck	210,775.32	Pasquotank	284,075.66
Dare	170,083.75	Elizabeth City ..	403,451.57
Davidson	1,153,883.36	Pender	646,117.73
Lexington	508,836.36	Perquimans	308,969.48
Thomasville	344,080.52	Person	840,455.09
Davie	448,065.99	Pitt	1,500,834.39
Duplin	1,345,900.74	Greenville	527,288.20
Durham	1,041,334.54	Polk	289,476.86
Durham	1,545,602.13	Tryon	111,595.44
Edgecombe	883,724.01	Randolph	1,102,274.13
Tarboro	365,315.60	Asheboro	448,211.82
Forsyth	1,948,157.20	Richmond	614,433.30
Winston-Salem	2,066,061.60	Hamlet	322,369.25
Franklin	828,327.40	Rockingham	298,030.66
Franklinton	176,191.32	Robeson	1,557,788.86
Gaston	2,276,427.97	Fairmont	268,047.41
Cherryville	217,327.08	Lumberton	415,491.72
Gastonia	783,892.40	Maxton	154,231.26
Gates	317,294.00	Red Springs	185,851.65
Graham	241,391.10	Saint Pauls	221,426.02
Granville	698,602.73	Rockingham	828,959.20
Oxford	425,421.88	Leaksville	513,015.93
Greene	643,999.63	Madison	181,255.39
Guilford	2,143,196.84	Reidsville	426,846.79
Greensboro	2,048,464.07	Rowan	1,552,109.18
High Point	1,075,568.74	Salisbury	506,001.77
Hallfax	1,168,425.36	Rutherford	1,423,106.90
Roanoke Rapids ..	402,785.36	Sampson	1,270,762.41
Weldon	188,957.73	Clinton	345,988.00
Harnett	1,530,773.30	Scotland	517,261.80
Haywood	826,535.67	Laurinburg	366,682.11
Canton	355,894.01	Stanly	797,967.06
Henderson	693,403.94	Albemarle	352,049.45
Hendersonville ..	238,434.04	Stokes	692,997.88
Hertford	714,534.39	Surry	985,913.99
Hoke	486,769.95	Elkin	170,093.98
Hyde	218,363.38	Mount Airy	380,152.58
Iredell	1,051,013.15	Swain	306,234.62
Mooresville	282,262.86	Transylvania	486,467.41
Statesville	430,409.01	Tyrrell	175,667.72
Jackson	598,589.61	Union	1,186,000.04
Johnston	2,187,930.73	Monroe	208,524.02
Jones	390,554.73	Vance	505,756.09
Lee	440,548.29	Henderson	510,296.59
Sanford	320,447.80	Wake	2,200,581.22
Lenoir	1,019,614.10	Raleigh	1,447,266.02
Kinston	556,438.16	Warren	766,806.52
Lincoln	586,099.86	Washington	444,581.45
Lincolnton	255,472.92	Watauga	567,347.61
Macon	512,823.24	Wayne	1,149,698.48
Madison	620,210.36	Fremont	111,547.58
Martin	932,353.21	Goldboro	735,653.32
McDowell	503,856.93	Wilkes	1,168,704.12
Marion	373,803.40	North Wilkesboro ..	199,156.82
Mecklenburg	2,152,932.90	Wilson	780,531.15
Charlotte	3,256,716.29	Elm City	199,000.18
Mitchell	472,865.96	Wilson	715,382.25
		Yadkin	696,818.10
		Yancey	534,077.23
		Total	\$123,051,485.66

SCA Announces Sixteenth Science Talent Search

Westinghouse scholarships totaling \$11,000 and trips to Washington will be shared by forty boys and girls of the senior class of 1957, according to an announcement of the Sixteen Annual Science Talent Search, conducted by Science Clubs of America.

Of the forty, the announcement states, one will be selected as winner of \$2,800 Westinghouse Grand Science Scholarship; another as winner of the \$2,000 Westinghouse Grand Science Scholarship; eight will receive Westinghouse Scholarships of \$400 each; and \$3,000 will be awarded in the discretion of the judges. All forty will receive a trip to Washington and a Gold Emblem of Science Clubs of America.

Seniors interested should see their science teachers, or write to Science Clubs of America, 1719 N. St., N. W. Washington 6, D. C.

Greene County Issues "Factual Views" Booklet

"Factual Views" is the name of a 50-page mimeographed booklet issued recently by B. L. Davis, Superintendent Greene County Public Schools.

This booklet, as the name implies, includes statistical facts about Greene County Schools. It includes also pictures of schools and school activities. The statistical data are for the years 1945-1956.

This bulletin, which is a revision of similar publication issued in 1952, is divided into twelve "frames" as follows: (1) Enrollment Trends, (2) Teachers, (3) Curriculum, (4) Vocational Education, (5) School Transportation, (6) Greene County Lunch-room Program, (7) Health Program, (8) Greene County Educational Advisory Organization, (9) Other Clubs and Organizations, (10) Buildings, (11) School Buildings Maintenance, and (12) Fire and Lightning Insurance.

One of the significant phases of this bulletin is the fact that much of the information is presented by schools. Such presentation permits the patrons of these several schools to learn not only their own schools, but also to know what is being done at other schools and in the county as a whole. As Superintendent Davis says, this information should "act as an incentive to the school personnel and to the public for better schools in Greene County."

32,546 Teachers, Principals and Supervisors Paid From Funds Appropriated for Schools

State funds in the total amount of \$105,116,420.12 were used to pay the salaries of teachers, principals and supervisors during 1955-56.

These funds, appropriated by the General Assembly, were used to pay:

30,681 classroom teachers an average salary of \$3,125.75,

1,636 principals an average salary of \$5,066.37, and

229 supervisors an average salary of \$4,046.36.

Teachers were paid for a school term of nine months, whereas principals and supervisors were paid for ten months' service.

There were 994 more instructional personnel—teachers, principals and supervisors—paid from State funds in 1955-56 than the year 1954-55. Of this increase, 980 were classroom teachers and 50 principals. This increase was due to an increase in average daily attendance. The number of supervisors decreased by 36 because of reduced allotments of positions.

Classroom teachers in schools for white pupils received an average annual salary of \$3,098.96, whereas Negro teachers were paid an average of \$3,194.81. This difference of \$95.85 in amounts paid white and Negro teachers was due to a small average difference in experience and preparation of these two groups of teachers. There were 22,105 white teachers and 8,576 Negro teachers. As a group Negro teachers have a greater percentage holding Graduate Certificates; and the greater portion of these teachers have the maximum experience rating, thus giving them a higher salary under the State Salary Schedule.

Principals for white schools received an average salary from State funds of \$5,039.38. Negro principals received \$5,146.30, or \$106.92 more than white principals. This greater salary paid Negro principals was due partly to the size of the group as a whole, 413, as compared to 1,223 white principals; to the size of the schools; and to their experience and preparation.

A similar difference among the number of supervisors for the two races obtained—the 174 white supervisors received an average salary of \$4,013.16, whereas the 55 Negro supervisors received \$4,151.38. Maximum experience ratings would tend to give an average greater salary.

Supervisors Study Ways To Improve Their Work

Theme of the annual convention of supervisors and directors of instruction, which met November 11-13 in Southern Pines, was "Ways of Improving the Effectiveness of Supervisory Services." This theme was carried out through lectures, panels, and small study groups. C. H. Fries, Jr., president of the organization and chairman of the program committee, presided over the conference. More than 200 persons were in attendance.

Study groups, pre-arranged as to topics, personnel, chairmen, consultants, and secretaries, discussed the following topics:

- I - Using Fused Social Studies Textbooks
- II - Challenging the Gifted Child
- III - Using Supplementary Materials
- IV - In-Service Training
- V - The Junior High School

One of the most interesting features of the conference was a panel entitled, "Using Publications to Improve Supervision." L. H. Jobe, director of the division of publications in the State Department of Public Instruction, was the leader of this panel and was assisted by Patsy Montague, Helen Stuart, Madeline Tripp, and Marvin Johnson, all members of the State Department staff. Dr. Gertrude Lewis, specialist in supervision from the U. S. Office of Education, served as guest-consultant, speaker, and summarizer during the conference.

Dr. John Ott, assistant superintendent of the Charlotte City Schools, spoke at the annual banquet on "Factors to be Considered when Changes are to be made."

In addition to the Monday evening banquet, arrangements were made for folk games and dancing, as well as for a tea at a local bookstore, honoring local authors.

The concluding session of the conference was a panel in which members from the various study groups, under the leadership of Dr. Gertrude Lewis, discussed informally some of the highlights which were emphasized during the five study groups.

Law Publication Summarizes Developments in Race Relations Affecting Education

"An observable shift of emphasis in court decisions, relating to alleged racial discrimination in admission to public schools," is noted by the *Race Relations Law Reporter*, issued six times a year by Vanderbilt University School of Law.

"Increased importance is attached to the consideration of school board functioning, particularly in connection with administrative plans for compliance with the principle of the *School Segregation Cases* and the measurement of such plans against a standard of 'all deliberate speed,'" is pointed out by the *Reporter* in its "Summary of Developments."

In its citations of court decisions by states the *Reporter* reports:

"In ARKANSAS a federal district court, in refusing an injunction, approved a plan submitted by officials of the Little Rock schools, providing for gradual integration over a period of approximately six years, beginning in 1957, as being a 'prompt and reasonable start.' Also in ARKANSAS, the Van Buren School Board, in accordance with the federal court's directive, submitted a 'Progress Report and Plan of Integration' for approval. The existence of an administrative plan providing for a degree of integration in 1957 was also involved in a case arising in MARYLAND. There the federal district court refused the request for an injunction against the defendant school board and required the plaintiffs to exhaust available administrative remedies within the state before seeking federal court action.

"An injunction against refusing to admit Negro plaintiffs to Mansfield High School was issued in TEXAS. The prior dismissal by the federal district court in this instance to allow the school board more time for the development of an administrative plan had been reversed by the United States Court of Appeals. In VIRGINIA, school boards in Arlington and Charlottesville were directed by court order to admit pupils without regard to race or color. In the Arlington case the court recognized the possible modifying effect of administrative assignment procedures and remedies. The Charlottesville opinion notes the absence of any plan for compliance as one reason for issuing the injunction. The Attorney General of KENTUCKY issued an opinion relative to the necessity for the adoption of administrative plans prior to inte-

gration of schools. In OHIO, the Attorney General gave an opinion, occasioned by an instance of forbidden racial segregation in the schools, with reference to compliance with law as a prerequisite for obtaining state funds. Also in KENTUCKY plans of two county school boards for integration were announced.

"Disturbances connected with the opening of schools under court orders to admit Negro students for the 1956 term in Clinton, TENNESSEE, and Mansfield, TEXAS, are reflected in contempt and injunction proceedings in the former state and in a statement by Governor Shivers in the latter."

As to legislation enacted, the *Reporter* says:

"Programs of legislation designed to deal with problems of school segregation were enacted in FLORIDA, and NORTH CAROLINA substantially as recommended by committees appointed by the governors of the two states. The NORTH CAROLINA program includes amendments to the 'School Placement Law,' a program of 'education expense grants' for children who otherwise would be required to attend racially integrated schools, and a 'local option law' for closing schools subject to integration. The FLORIDA program includes a 'Pupil Assignment Law.' Suggested regulations for implementing the latter act have been drafted by FLORIDA school authorities for adoption by local school boards."

A case relating to a teacher's contract was described as follows:

"The action of a school board in ARIZONA in failing to renew the contract of a Negro teacher was upheld as having been taken on valid and non-reversible grounds as against a claim by the teacher that the action was based on racial discrimination."

Actions on the college level were reported in three instances:

"In GEORGIA additional requirements for admission to state institutions of higher learning were adopted, while in LOUISIANA rules were promulgated with regard to the facilities and functions available to Negro students admitted to Louisiana State University. Further court action was taken in ALABAMA in connection with the expulsion of a Negro from the state university."

All of these developments are presented as to case in the October, 1956, number of the *Law Reporter*, subscrip-

Carroll Requests Data for 1956-57 School Year

Statistical information regarding operation of the public schools currently in session has been requested from the local units by State Superintendent Charles F. Carroll.

A questionnaire calling for the data as of the end of the first month of school was sent to each county and city superintendent on October 24. This information was called for "in support of our legislative program for the coming General Assembly," Superintendent Carroll stated.

The type of information requested is divided into two parts: Section A, Facilities Survey; and Section B, Personnel Survey.

In the first section such questions as pertain to "double shifts," "temporary quarters," number of various types of rooms, buildings needed and in process of construction were asked. The second part of the questionnaire dealt with enrollment and professional personnel.

This information is now being tabulated for the State and when completed will be made public.

Garden Clubs Offer Awards for Grounds Improvement

Two awards are offered in a School Grounds Improvement Contest, sponsored by the South Atlantic Region of the National Council of Garden Clubs in cooperation with The Garden Club of North Carolina, Inc.

Each state of the Region, according to Mrs. George W. Little, president of the North Carolina organization, is asked to sponsor a contest and winners in the state will compete for the Regional Award. Two classes of certificates of merit will be presented to winners—(1) the grounds of existing school buildings; (2) the grounds of buildings now under construction.

The contest has been approved by State Superintendent Charles F. Carroll. It also fits in with Governor Hodges idea of beautifying the State.

Schools desiring to enter this competition should write to Mrs. George W. Little, Lilesville, N. C., R. 1, for rules.

tion to which is \$3.00 a year.—Quotations "Reprinted by permission from the October 1956 issue of *Race Relations Law Reporter*, published by the Vanderbilt University, School of Law, Nashville, Tennessee."

Schools Should Plan Now for 1957 Fair Exhibits

Schools planning exhibits for the 1957 State Fair should begin now, the State Fair Educational Committee stated recently in a letter to superintendents, supervisors and principals.

As usual there will be space for seven exhibits other than that provided for vocational educational. A premium of \$100 for each of these spaces is awarded.

In order to allow time for students to prepare the exhibits, following outgrowth of class instruction, those schools interested in competing for the exhibit space should write the chairman of the State Committee, Dr. Taylor Dodson, State Department of Public Instruction, a brief outline of their plans.

Elementary Principals Hold All-Day Workshop

"Ways of Improving Competencies of Elementary School Principals" was the theme of an all-day workshop held in Greensboro, November 9, following the regular annual Conference of North Carolina School Principals.

More than one hundred elementary principals, along with college consultants and members of the State Department of Public Instruction, worked in small group conferences and two general conferences on specific topics pertaining to the improvement of administrative personnel. During the conference it was suggested that the elementary school principals of the State join forces with those institutions now working on the Statewide Kellogg Project, which is aimed also at the improvement of administrative competencies.

Lewis H. Swindell, president of the Elementary Principals' Association, presided during the sessions of the one-day workshop; and Mary M. Greenlee, the State's representative of the National Association of Elementary Principals, led a number of group discussions.

Topics discussed during the one-day workshop included in-service training programs, certification, recruitment, pre-service training programs, child development in the learning process, what constitutes an adequate curriculum, processes of working with professional and lay groups in the improvement of teaching and learning, and effective school organization and administration.

English Teachers Discuss Plans for Revising High School Section Language Arts Bulletin

Plans for revising the high school section of the Language Arts bulletin were discussed by a group of high school and college teachers of English at a meeting held recently in Greensboro.

Following a brief general session in the morning on the campus of Woman's College, the teachers in attendance worked in small, special-interests groups on topics to be included in the forthcoming revision of the Language Arts bulletin. Reports of these study-groups were made at a general session after a luncheon meeting in the home economics cafeteria.

During the afternoon session, Dr. Vester M. Mulholland of the State Department of Public Instruction, who was recently appointed by Superintendent Chas. F. Carroll to supervise the revision of the Language Arts bulletin, spoke briefly to the group concerning tentative suggestions for enlisting the aid of teachers throughout the State in revising the current bulletin. It was suggested by Dr. Mulholland that, through every available means, English teachers of the State be given opportunities to contribute to the bulletin. The group indicated that questionnaires would be useful; that small group meetings in various areas of the State would be helpful; and that occasional meetings of Statewide committees would likely prove profitable.

It was agreed that a tentative outline for the revised high school section of the bulletin would be mailed to representative teachers throughout the State for suggestions for improvement.

Standing committees are continuing their work on sections for reading, wordstudy, literature, composition and grammar, journalism, dramatics, and speech. These areas will be treated in chapter three of the new bulletin, which will be entitled, "Areas of Emphasis in Language Arts."

The group also agreed that one large section of the revised bulletin should include suggestive procedures, practices, and activities for making the language arts program effective. The group likewise agreed that one section of the bulletin should deal intimately with source-materials in all media for teaching language arts. Another section of the bulletin will present points of view concerning organization of the language arts program, correlation of language arts with other subject-matter experiences, homework, drill, group evaluation

and testing, working with alert pupils, working with slow-learning pupils, and other kindred topics.

Working with Dr. Mulholland in the State Department of Public Instruction on the Language Arts bulletin are Cora Paul Bomar, A. B. Combs, Mary Frances Kennon, James Dunlap, L. H. Jobe, Dr. John Magill, Patsy Montague, and Madeline Tripp.

It is expected that the bulletin will be ready for distribution among teachers of the State in approximately twelve months.

Classroom Teachers Are Better Prepared

State paid teachers employed in 1955-56 are much better prepared scholastically than the similar group in 1948-49 — a larger percentage held Graduate Certificates.

Recent annual tabulations showing experience and scholastic preparation of classroom teachers and building principals disclosed the following significant facts:

In 1955-56 there were 30,683 State-allotted teachers employed.

In 1948-49 the number was 24,243.

In 1955-56 24,977 or 81.4 per cent held Class A Certificates.

In 1948-49 the number in this group was 20,078, or 82.8 per cent of the total.

In 1955-56 13,356, or 53.5 per cent, had reached the maximum A-11 rating.

In 1948-49 10,877, or 54.2 per cent were so rated.

In 1955-56 there were 3,829 who held Graduate Certificates, and 64.7 per cent of this number had the maximum G-12 rating.

In 1948-49 there were 1,042 who held Graduate Certificates, 73.0 per cent of the number having reached the G-12 rating.

In 1955-56 6.1 per cent of the total State-allotted teachers held certificates based on training below college graduation including professional requirements.

In 1948-49 this percentage was 12.9. Figures show a definite tendency for consistently larger numbers and percentages of teachers who hold certificates based on college graduation, followed by a year's graduate study.

State School Facts

\$128,464,422 Spent from State Funds for Operating Public Schools in 1955-56, 63.4 Per Cent of Total Expenditures from General Fund; 38.0 Per Cent of All State Funds Spent; 80 Per Cent of Current Expenditures for Schools

An expenditure of \$128,464,422 was made from State appropriations for the public schools in 1955-56, according to the latest Budget Bureau analysis of State revenue and expenditures.

This sum represents 63.4 per cent of the total expenditure from the General Fund, and 38.0 per cent of all State funds spent from all sources. It also represents approximately 80 per cent of the current expense for public schools, the remaining funds coming from local and federal sources.

Percentage of the General Fund that was expended for public schools has varied during the past ten years from 71.0 per cent in 1946-47 to 61.2 per cent in 1954-55. The following table shows these expenditures and percentages for each year of this period:

1946-47 \$ 54,788,382 71.0%
1947-48 62,455,102 68.1
1948-49 73,672,077 67.4
1949-50 87,126,297 65.3
1950-51 95,413,959 65.0
1951-52 109,432,233 66.0
1952-53 116,298,110 63.6
1953-54 119,329,590 62.6
1954-55 124,071,429 61.2
1955-56 128,464,422 63.4

Expenditures for public schools from the General Fund, as shown above, have more than doubled since 1947-48, yet during that period the proportion of the total Fund devoted to public schools dropped from 68.1 per cent to 63.4 per cent.

General Fund

Availability and expenditures from the General Fund for the five most recent years are presented in Table I.

I. AVAILABILITY AND EXPENDITURES FROM THE GENERAL FUND BY OBJECTS				
A. Availability:	1951-52	1952-53	1953-54	1954-55
Tot. Cred. Bal., July 1*	\$ 25,838,031	\$ 39,574,031	\$ 33,750,065	\$ 28,669,151
Revenues:				
Inheritance Taxes	4,114,649	3,196,749	4,114,328	5,620,163
Licenses	5,101,711	5,803,303	5,810,376	6,041,040
Franchise Taxes	14,803,901	16,215,792	17,629,648	18,686,087
Income Taxes	79,031,291	75,813,797	76,729,648	75,010,071
Sales Taxes	51,821,084	55,197,946	55,506,817	58,354,863
Beverage Taxes	8,591,144	8,687,183	8,279,427	8,809,594
Gift Taxes	264,580	264,864	453,286	358,205
Intangible Taxes	845,575	950,126	945,727	1,140,783
Freight Cars	42,282	48,465	55,458	58,962
Insurance	6,340,536	6,954,257	7,830,845	8,222,020
Miscellaneous	18,787	19,550	17,160	14,177
Notax Revenue	7,912,284	7,826,070	7,331,604	6,795,091
TOTAL REVENUE	\$178,887,834	\$180,978,102	\$184,709,897	\$189,111,046
TOT. AVAILABILITY	\$204,725,865	\$220,552,133	\$218,459,962	\$217,780,197
				\$241,103,224

B. Expenditures:				
Other Than Schools:				
General Assembly	\$ 33,250	\$ 472,443	\$ 40,163	\$ 515,496
Judicial	741,563	774,636	839,568	878,432
Exec. & Adm'tive.	10,736,160	12,661,163	12,997,746	13,832,512
Educational Insts.	13,928,402	18,261,420	19,578,699	19,892,587
Charitable & Correc-				
tional Institutions	12,312,511	14,848,779	16,067,557	16,892,898
State Aid & Oblig'ns.	16,192,614	16,893,990	18,404,495	18,850,735
Pensions	279,164	250,353	548,297	532,266
TOT. EXPEND. Other Than Schools	\$ 54,223,694	\$ 64,162,784	\$ 68,536,525	**\$ 71,385,544
Public Schools	\$109,432,233	\$116,298,110	\$119,329,590	\$124,071,429
Debt Service	2,448,400	2,435,625	2,889,455	2,739,221
TOT. EXPENDITURES	\$166,104,297	\$182,896,519	\$190,755,570	\$202,789,224
Perm. Improvements		5,165,508		
TOTAL	\$166,104,297	\$188,062,027	\$190,755,570	\$202,789,224
C. Bal. on Hand June 30	\$ 38,621,568	\$ 32,490,156	\$ 27,704,392	\$ 14,990,973
				\$ 38,485,550

II. AVAILABILITY AND EXPENDITURES FROM ALL STATE FUNDS

Agricultural Fund:	1951-52	1952-53	1953-54	1954-55	1955-56

Dr. Craig Phillips Speaks to Physical Ed. Teachers

"Ways in which teachers of health and physical education can more effectively perform their functions as makers of men."

This was the topic of an address by Dr. Craig Phillips, Superintendent of the Winston-Salem City Schools, at the annual meeting of North Carolina teachers of health and physical education held November 16-17 at Appalachian State Teachers College, Boone. Over 200 people were registered for this two-day conference.

Group sessions featuring discussions and demonstration on health, physical education, dance, intramurals, therapeutics, recreation, men's and women's athletics, research and measurement, were held.

Dr. Elizabeth Autrey of Stetson University, Deland, Florida, President of the Southern District of the American Association for Health, Physical Education and Recreation, urged North Carolina teachers to attend the Southern District convention which is to be held in Asheville, N. C., April 2-5, 1957.

Gryder and Beam Take New Jobs in Agriculture

H. T. Gryder, formerly District Supervisor of Agriculture with offices in Asheville, was transferred to Raleigh as Assistant State Supervisor on November 1, according to a recent announcement by J. Warren Smith, Director of the Division of Vocational Education, State Department of Public Instruction.

Mr. Gryder, Mr. Smith stated, will replace A. C. Bullard, who became State Supervisor last summer upon the retirement of A. L. Teachey. Mr. Gryder will also supervise departments of agriculture in schools of Davie, Yadkin, Surry, Wilkes, Iredell, Ashe, and Alleghany Counties.

Homer Edwin Beam has been appointed to succeed Mr. Gryder as District Supervisor with headquarters in Asheville. Mr. Beam, a native of Cleveland County, is a former teacher of agriculture and principal of the North Brook School in Lincoln County. He received his B. S. and M. S. degrees in Agricultural Education from N. C. State College.

Board Districts To Hold Annual Meetings

Beginning in January the 18 Districts of the School Board Association will hold their annual meetings. Last year's District Association meetings involved more than 2,500 school board and committee members.

The District Presidents in a recent letter were requested to begin making preliminary meetings plans in the near future. Be prepared to attend your District meeting when it is scheduled and announced. —N. C. School Board Association Bulletin.

NASSP Issues New Book

"What Should We Expect of Education?" is the title of a new book, published by the National Association of Secondary-School Principals.

According to the author, Homer T. Rosenberger, "The purpose of this volume is to place in the hands of the general public a book in lay language which will cause the reader to think about fundamental problems of education. The book is designed for the use of adults—particularly parents—from all walks of life, as well as for professional educators."

The book deals with education from kindergarten through graduate school. It suggests that we have a right to expect three things of schools: (1) teachers with teaching skill, high principles, vision, and enthusiasm for educating, (2) an atmosphere for vital learning, and (3) flexible curriculums which come very close to meeting the current needs of all children, youth, and adults in the United States who are not mentally defective.

Most of the latter half of the book deals with the adult and his or her problems of putting to use, and enlarging, the education received during the years of full-time school attendance. Emphasis is placed on the point of view that success in life depends not so much on years of formal schooling and on degrees obtained as on using with discretion and discernment that which has been learned in and out of school during the school years and after.

Throughout the book it is shown that education should develop in one the ability to think, and a many-sided sense of social responsibility.

The book may be purchased at \$3.00 a copy from the National Association of Secondary-School Principals, 1201 Sixteenth St., Northwest, Washington 6, D. C.

The Teacher's Gift

The following account of "The Gift Every Teacher Can Give" was written by Josephine Lemmons, a first grade teacher and is taken from the December, 1955, issue of "It Starts In the Classroom."

"As I greeted my pupils one morning, I noticed the tear-stained face of little Peggy. Upon inquiry I learned that some thoughtless girl on the bus had remarked that 'Peggy doesn't look very pretty this morning.' What this thoughtless little girl didn't know was that Peggy's mother sent seven children to school each morning, and packed lunches for four of them.

"In the rest room, I washed Peggy's face, and combed the tangles from her hair. Then from the box of odds and ends that primary teachers find so useful, I chose a blue ribbon, and tied her long blonde locks into the currently popular 'pony tail.' Trying further to coax a smile, I rubbed some of my cologne on her arms. But there was no change in her expression.

"As we walked back into the classroom, I casually asked: 'Doesn't Peggy look pretty?' With typical first-grade enthusiasm, the answer came in unison, 'YES!' The sad little face broke into a beautiful smile . . . Peggy 'belonged' again.

"It was my turn to fight back tears, and as I did, the thought came to me: our greatest task as teachers is not confined to teaching the three R's.

"Our greatest task is to be able to perform some feat of magic on all the little Peggy's so they will have the feeling of belonging, to admire equally the \$1.98 print dress and the expensive little original model, to praise equally the best efforts of the slow learner and the gifted child, to thank equally the giver of the cheap little hanky and the beautiful handpainted vase which each has placed with loving care beneath the Christmas tree . . . to care when no one else cares." —"School Chatter," Office of County Superintendent of Schools, Henry County, Illinois.

Dodson Writes Article For Education Magazine

Taylor Dodson, physical education advisor in the State Department of Public Instruction, is the author of an article entitled "Boy and Girl Together" in the September issue of *School Activities*. The general purpose of the article is to give helpful ideas for boys and girls of high school age as they plan extra-curricular activities together.

Specifically, "Boy and Girl Together" approaches dating from the intellectual, the physical, the spiritual, and the moral points of view. "Every date isn't a grim business, so ease up on the do-or-die attitude. Look around and be friends with a lot of people, because dating is preparation for choosing a marriage partner. It is dangerous to adopt the you-belong-to-me attitude. You might just miss out on a good thing later."

Calendar of Professional Meetings, Conferences, Workshops, Institutes

December 24-26	—Christmas Holidays, State Employees
February 14-16	—National School Boards Association Convention, Atlantic City
February 14-16	—American Association of Colleges for Teacher Education, Chicago
February 16-21	—American Association of School Administrators, Atlantic City
February 22-27	—National Association of Secondary School Principals, Washington
March 12-15	—National Council of State Consultants in Elementary Ed., St. Louis
March 17-21	—Association for Supervision and Curriculum Development, St. Louis
March 21-23	—North Carolina Education Association, Wilmington
April 2-5	—Southern District Meeting, AAHPER, Asheville
April 13	—State ACE Meeting, Asheville
April 21-26	—Association for Childhood Education International, Los Angeles
June 3-7	—N. C. Annual Conference of Teachers of Agriculture, Carolina Beach

SHPE Division Issues Health Coordinator Duties

"Health Coordinator" is the title of a brief mimeographed bulletin recently issued by the Division of School Health and Physical Education, State Department of Public Instruction.

This bulletin, prepared by Charles E. Spencer, Director of the Division, and Mrs. Annie Ray Moore, Health Educator, includes suggestions for better coordinating health programs with other school activities. Copies have been mailed to health coordinators and principals throughout the State.

The first section of the bulletin suggests five specific duties of the coordinator. Following this, eleven suggestions are made concerning activities which the coordinator may perform, or perform in cooperation with other school personnel.

The final section lists names of all those in the State Department of Public Instruction whose duties are in any way related to the improvement of health. The specific responsibilities of these staff members are likewise listed in order that teachers and administrators in the State may make direct contact with any staff member whose skills and abilities seem needed in any particular school situation.

Additional copies of this leaflet may be secured from the Division of School Health and Physical Education, State Department of Public Instruction, Raleigh, N. C.

NCCC Approves Council Recommendations

Two recommendations in regard to the issuance of certificates were approved by the North Carolina College Conference at its annual meeting held November 8-9 in Winston-Salem.

Issuance of a Graduate Certificate in Special Education and a School Administrator's Certificate was proposed by the Committee on Collaboration with the State Department of Public Instruction and approved. The latter certificate would be issued in lieu of the Principal's and Superintendent's Certificates now issued.

These proposals had been studied by the State Advisory Council on Teacher Education and were presented upon recommendation of that organization. They will now go to the State Board of Education for final consideration. At the same time, it is learned, the Board will consider a reciprocal program of certification in accordance with certain principles agreed upon by states concerned.

Other recommendations approved by the Conference included the following:

- That consideration be given to the granting of a higher certificate rating for those persons holding an Administrator's certificate and a Doctor's degree.
- That, during the three-year period following the adoption of the Administrator's certificate, any person holding the Principal's certificate at the time of the adoption may qualify for a superintendency

by meeting either the present requirements for the Superintendent's certificate or the requirements for the Administrator's certificate.

- That the present provision for appointing as a principal a person who has not met certification requirements be abolished.

Scholastic Mag Sponsors Travel Story Contest

Teachers, school administrators, and librarians can turn their memories into cool cash by entering *Scholastic Teacher's* Ninth Annual Travel Story Awards Contest. How? By submitting a story of 750 to 1,000 words on any vacation trip or travel adventure at home or abroad.

Entries qualify for one of two divisions: Foreign travel or United States travel. In each division there is a first prize of \$100, a second prize of \$50, a third prize of \$25, and three honorable mention awards of Rand McNally's *Vacation Guide* to the U. S. and Canada.

Typewritten manuscripts must be postmarked no later than midnight, January 31, 1957. Entries will not be returned unless they are accompanied by self-addressed stamped envelopes.

Mail entries to Travel Editor, *Scholastic Teacher*, 33 West 42nd Street, New York 36, N. Y. (Contest rules appear in the September 27 issue of *Scholastic Teacher*.)

Agencies Launch Physical Fitness Program

A program to reemphasize physical fitness for American youth has been launched by local, State and national school agencies, according to Charles E. Spencer, Director of the Division of School Health and Physical Education, State Department of Public Instruction.

"Our Division," Mr. Spencer stated, "is joining with the American Association for Health, Physical Education and Recreation; the U. S. Office of Education; and other national and local agencies in launching this program, following discouraging reports on the physical education of young people. Several national conferences, one at the request of President Eisenhower, have been held to discuss the matter.

"At a conference in Washington, October 12-15, approximately 100 top school and community leaders who work in the areas of health, physical education and recreation were called together: (1) to study the needs created by the national and international situation, (2) to discuss existing programs, (3) to make specific recommendations for implementing extended and improved programs, and (4) to develop suggestions for state and local planning. Helen Stuart, adviser in physical education, represented the Department of Public Instruction."

According to Miss Stuart, it was brought out at this conference that there is a desirable minimum of total fitness which should be sought by every individual, and that the attainment of fitness during the formative years is fundamental to maintenance of fitness through adulthood. "Good programs in health education, physical education and recreation *can* and *do* positively influence the fitness of children, youth and adults," was agreed "and participation should bring about not only fitness, but also an understanding and appreciation of its values in living."

Miss Stuart also stated that, "even though much progress has been made in health education, physical education and recreation programs in North Carolina during the last 20 years, we are still far behind many states in our requirements. Our present requirements of one unit of combined health and physical education in the ninth grade and 30 minutes per day in the elementary schools are definitely not meeting the need of growing boys and girls.

"There is a need for intensifying our present program as well as enlarging the scope. By this we mean that we must think in terms of a program that will produce results—a program that

will meet the needs and interests of boys and girls.

"On the basis of national standards, North Carolina could expand its present program by requiring one period of physical education for each child every day in grades 1-9 and a minimum of three periods per week in grades 10-12. Also if we are to meet the physical needs of our youth this program should include intramural and interscholastic sports.

"In the area of health education, a minimum of one semester should be required in the ninth grade. This course should include a physical examination for all ninth-grade students and units in first-aid; farm, home and traffic safety; and personal health problems. An additional semester is needed in either the junior or senior year that would be concerned with family life education, problems of alcohol and narcotics, health insurance, and community health."

English vs. Science

For years, many liberal arts faculties have scorned what they consider a vaneer knowledge of English which scientists get as undergraduates. At the same time many scientists wince at the helter-skelter knowledge of science which liberal arts undergraduates get.

The Esso Research and Engineering Company, and a Hofstra College science professor recently brought this old conflict to a new focus.

The Esso researchers surveyed 125 of the company's engineers and technicians—all recent college graduates. Results: "45 per cent of supervisors listed letter and report writing as the greatest weakness among employees in the past five years. The recent graduates quizzed agreed on the need for more effective training in writing. . . . Perhaps the most significant part of this study was that nearly 40 per cent of the technicians held Master's or Doctor's degrees.

Meanwhile, Hofstra's Leonard S. Davenport gave a seventh-grade general science test to 60 college students preparing to be teachers. The prospective teachers scored 71 per cent. On the same test seventh graders averaged 85. "Incredible!" said Davenport. "If this is a fair sample of elementary science teachers—and I think it is—we are in for serious trouble." —Scholastic Teacher,

N. C. College Conference Names New Officers

New officers of the North Carolina College Conference were named at its annual meeting held November 8-9 in Winston-Salem.

H. J. Herring, Vice-president of Duke University, was named president; and John W. Shirley, Dean, State College, vice-president. James E. Hillman of the State Department of Public Instruction, was reelected secretary-treasurer.

Bonnie E. Cone, Director of Charlotte College; Edwin R. Walker, President of Queens College; and James M. Moudy, Dean of Atlantic Christian College, were named to the Executive Committee.

3,478 Students Enroll for Day Trade Classes

During the school year 1955-56 day trade programs enrolled 3,664 students, according to M. D. Thornburg, State Supervisor of Trades and Industries of the Division of Vocational Education, State Department of Public Instruction.

Fifty-one administrative units provided trade programs in 218 classes, Mr. Thornburg reported. Enrollment in the various trades, including both white and Negro students, were as follows:

Aircraft engines	11
Auto mechanics	255
Bricklaying	921
Cabinet making	71
Carpentry	340
Commercial cooking	67
Cosmetology	93
Drafting	59
Electronic mechanics	212
Knitter fixing	39
Looping	576
Machine shop	432
Motor rewinding	12
Painting	30
Printing	48
Sewing, power	157
Sheet metal	48
Shoe repair	31
Textiles	33
Welding	43

In addition to enrollment in these day-trade classes, 1,055 students were enrolled in 41 part-time cooperative programs conducted in 30 administrative units. Extension courses were provided in 255 classes for 5,083 students. Total enrollment in all trade programs during 1955-56 was 9,566.

N. C. Seniors Receive Certificates of Merit

More than 100 top notch high school seniors from North Carolina have been awarded Certificates of Merit by the National Merit Scholarship Corporation. These students are all estimated to be in the top one half of one per cent in ability of all high school seniors.

The NMSC has been conducting a nationwide hunt for students best able to benefit from a college education. Certificate of Merit winners have been chosen for their excellent showing in the search.

The names of the Certificate winners are being circulated among colleges, universities, and other scholarship granting agencies in the United States. This list which includes 4,300 talented students is the most comprehensive ever distributed in this country.

The Certificate of Merit is an honorary award. While it carries with it no monetary payment to student or college, it is given only to students who have been found to be of unusual academic promise.

Memory Proposes Five Point Program

A five point program for North Carolina public schools was recently proposed to the principals of North Carolina at their annual meeting in Greensboro by Dr. Jasper L. Memory, Jr., professor of education, and director of the summer session at Wake Forest College.

Dr. Memory recommended:

1. That the school principals be paid twelve months during the year with a proportionate increase in salary.
2. That every principal be supplied with adequate clerical assistance to aid him in his routine work.
3. That more specific and definite provision be made for the gifted child.
4. That greater emphasis be placed on English and mathematics in classroom work.
5. That vocational education not only be encouraged, but expanded.

In stressing these five points, Dr. Memory urged principals throughout the State to support such a program in their own local communities and especially among their own representatives in the General Assembly.

A MAGNA CARTA FOR TEACHERS

(Reprinted from LOOK, February 21, 1956)

To govern himself, man must decide; to decide, he must understand; to understand modern civilization, he must learn. We therefore entrust to our teachers the minds and hearts of our children; and, through them, our nation's survival. But survival alone is not enough. We hold the pursuit of happiness to be a natural right. In today's world, the fruits of happiness are not within reach of the ignorant. We therefore believe that no profession is more essential to our life or more deserving of respect than that of teaching. We further believe that teachers in our public schools are due the following rights and privileges:

The teacher is a professional

He is entitled to have an education which prepares him in the best-known techniques of teaching. At the same time, he must himself be educated.

He deserves a school principal who is a professional leader, not a mere boss.

He should have professional aid, when needed, from educational specialists.

The teacher is an honored citizen

He should immediately be relieved of insulting loyalty oaths which do not apply to other public employees.

He should not be subjected to unwritten blue laws which do not apply to other members of the community.

He should never be coerced into onerous tasks outside of the classroom.

The teacher should have the parents' active cooperation

He must not be asked to shoulder full responsibility for the child's behavior; the primary responsibility remains always with the parent.

He cannot be expected to inspire and teach a child unless the child's home atmosphere is friendly to the school.

Classroom problems in learning and behavior should be given immediate attention by the parent.

The teacher should have good working conditions and reward for his services

He should have reasonable rest periods during the day, including a noontime break for lunch.

A teachers' room should be set aside in every school.

Classrooms should be well heated, lighted and ventilated; and provided with proper furniture and equipment.

The teacher is due a good insurance and retirement plan; and (after a probationary period) a firm job guarantee.

States should voluntarily work out agreements so that teachers' certificates can cross state lines.

Leaves of absence for travel, further training, maternity and illness should be freely granted.

The teacher should be paid enough so that he and his family may live in comfort and dignity.—Copyright, 1956, Cowles Magazines, Inc.

The principals also heard Dr. Glen O. Blough, associate professor of education at the University of Maryland, who spoke on science education in the lower grades. Dr. Blough, who is recognized as a national expert in the field of elementary science, urged the importance of including more mean-

ingful science instruction on the elementary school level and stressed the importance of what science can do for young people.

Principal A. P. Routh, of the Greensboro Senior High School, presided over the conference as president of the North Carolina Principals' Association.

Industrial Arts Committee Hears Reports

Reports from sub-committees were heard by the State Advisory Committee on Industrial Arts at a meeting in Raleigh on November 16.

A tentative layout on a shop planning guide, reported by the sub-committee on Shop Planning and Equipment Selection, was approved.

A suggested list of textbooks is being prepared by the sub-committee on Textbook Selection and will be submitted to State Superintendent Charles F. Carroll.

Another sub-committee, that of Industrial Arts Supervision at the State Level, reported a recommendation supporting a supervisory service at the State Level. A sub-committee on Recruitment suggested that selectivity in recruitment be given emphasis, and that scholarship aid be recognized as highly desirable.

The Advisory Committee was appointed by State Superintendent Carroll three years ago "for the purpose of developing a better understanding of the purposes and place of the program, agreeing on the areas of content in the curriculum, knowing better about the physical facilities needed, and doing something about the teacher supply".

The first meeting was held early in January, 1954, at which time organization was effected, sub-committees named, and a program of action adopted. It is the plan of the Committee to have completed by early next year a "Handbook for Industrial Arts."

Members of the Committee are the following:

Robert Bridgman, Teacher, Canton High School, Canton
Kenneth G. Mann, Teacher, High Point High School, High Point
Thomas J. Haigwood, Dept. of Industrial Arts, East Carolina College, Greenville
Joseph E. Pennell, Teacher, Lenoir High School, Lenoir
C. M. Hamilton, Director, Industrial Arts Education, Raleigh City Schools, Raleigh
Charles D. Bates, Director, Industrial Arts and Vocational Education, Greensboro City Schools, Greensboro
Robert Leith, President, N. C. Industrial Arts Association, Myers Park High School, Charlotte
Dr. Marshall L. Schmitt, Secretary-Treasurer, N. C. Industrial Arts Association, N. C. State College, Raleigh
Dr. Kenneth L. Bing, Head, Dept. of Industrial Arts, East Carolina College, Greenville



Dr. Rodney L. Leftwich, Head, Dept. of Industrial Arts, West Carolina College, Cullowhee

Dr. Ivan Hostetler, Head, Dept. of Industrial Arts, N. C. State College, Raleigh

James D. Gault, Principal, Piedmont Jr. High School, Charlotte

C. W. Twiford, Principal, Goldsboro High School, Goldsboro

D. S. Johnson, Superintendent, Rocky Mount City Schools, Rocky Mount

W. S. Hamilton, Superintendent, Hickory City Schools, Hickory

Dr. R. R. Morgan, Superintendent, Mooresville City Schools, Mooresville
Ex-Officio:

Nile F. Hunt, Coordinator of Teacher Education, Department of Public Instruction, Raleigh, Chairman

A. B. Combs, Director of Elementary and Secondary Education, State Department of Public Instruction, Raleigh

Dr. J. Warren Smith, Director, Division of Vocational Education, State Department of Public Instruction, Raleigh

Murray D. Thornburg, Supervisor, Trade and Industrial Education, Division of Vocational Education, State Department of Public Instruction, Raleigh.

College Enrollments Up

The Office of Education estimates that 2,957,227 students are taking credit courses in the Nation's colleges and universities this fall.

This exceeds last year's enrollment by 236,298, a gain of 8.7 per cent.

There were an estimated 735,065 new students this fall, compared with 689,635 new students a year ago. This is an increase of 6.6 per cent.

Tar Heels Participate in Social Studies Meeting

Fourteen Tar Heels had plans on the program of the National Council for the Social Studies which met in Cleveland on November 22-24.

These persons were: Dr. Mabel Rudisell, Dr. Jonathon C. McLendon and Dr. Clarence Schettler of Duke University; Margaret Flinton and David L. Shepard of the Charlotte public schools; W. L. Flowers and Amos O. Clark of the New Bern public schools; Ernest D. Eppley of the Greensboro Junior High School; Nancy Lee Smith of the Washington public schools; Evelyn L. Johnson of North Carolina College at Durham; Homer A. Lassiter of the State Department of Public Instruction; Dr. Samuel B. Holton of the University of North Carolina; Mrs. Elizabeth D. Stack of the Raleigh public schools; and Helen D. Wilkin of the Henderson public schools.

Onslow Superintendent Recommends Fines For Bus Drivers

Stinging fines have been advocated by Onslow County's Superintendent of Schools to be placed on bus drivers who are found at fault in future accidents.

Superintendent I. B. Hudson revealed recently at his first principal's meeting that he had recommended a schedule of fines to the Onslow County Board of Education.

If Hudson's recommendation is approved, a driver found at fault in an accident in which damage is less than \$25 would be fined \$10. If damage exceeds \$25, the driver would pay a \$20 fine.

"In this way," Hudson said, "drivers who formerly have enjoyed complete immunity in accidents in which they were at fault, would at least have some penalty for negligence."

The Attorney General Rules . . .

Cafeterias; Right To Employ and Discharge Personnel

In reply to inquiry: With your letter of May 14 you enclose a letter from Dr. _____, Superintendent of _____ County Schools, in which Dr. _____ states that cafeterias are being operated in the public schools of the _____ County Unit. The Board of Education provides the kitchen and dining area while the local school provides the equipment, makes all purchases, and employs all cafeteria personnel. He then states:

"In one of our schools an employee in the cafeteria was discharged by the principal on Monday morning, May 7. The discharged employee has appealed to the school committee for reinstatement. The school committee has asked me what its authority is with respect to this matter. In reply to a question of mine, the committee has said that it has been the practice of the committee to approve the employment of cafeteria helpers. On the basis of the facts recited above, does the principal have absolute authority to hire and discharge such employees, or is his action subject to approval or disapproval by the school committee?"

You will recall that G. S. 115-381, as it was written prior to 1955, placed the responsibility for the operation of school cafeterias and lunchrooms upon local school committees. Under that Section, this Office expressed the view that County Boards of Education had no control whatever of the lunch room program. The situation seemed to be entirely unsatisfactory. Therefore, this Section was rewritten as Section 34, Article 5 of the 1955 School Law, now codified as G. S. 115-51. That Section now authorizes County Boards of Education to operate lunch rooms and cafeterias. Dr. _____ states that in his county the Board of Education has, so far, not assumed this responsibility, but is simply allowing the lunch rooms to be operated by local schools as they were operated prior to the effective date of the 1955 statute. Of necessity, the County Board of Education must delegate certain authority in connection with this program to the principal and may even delegate certain supervisory authority to the local school committee provided the committee is willing to assume such responsibility; but, it is the view of this Of-

fice that legal responsibility now rests upon the County Board of Education.

Section 4, Article 7, of the new School Law, now codified as G. S. 115-72, simply provides for the employment of principals, teachers, janitors and maids and makes no provision for the employment of cafeteria personnel. Section 10, Article 5, of the new School Law, now codified as G. S. 115-27, provides that "county and city boards of education, subject to any paramount powers vested by law in the State Board of Education, or any other authorized agency, shall have general control and supervision of all matters pertaining to the public schools in their respective administrative units." Under the corresponding Section of the old School Law, our Supreme Court held, in the case of WIGGINS v. BOARD OF EDUCATION, 198 N. C. 301, that the County Board of Education instead of a local school committee had the authority to employ janitors for the public schools of the county.

Answering directly the question propounded by Dr. _____, it is the view of this Office that the County Board of Education has the exclusive authority to employ and discharge cafeteria personnel in a County Administrative Unit. In the situation described in Dr. _____ letter, the employee in question seems to have been employed in the first place by the principal of the school. The County Board of Education can, of course, ratify that employment. This person has now been discharged by the principal. The County Board of Education now has authority to ratify and confirm this discharge upon recommendation of the principal or the County Board can confirm the original employment and reinstate the person in question, in its sound discretion. —Attorney General, May 15, 1956.

County Board of Education; Local Committees; Election of Principals; Official Meeting

In reply to inquiry: In your letter of June 14, you posed the following questions:

"1. Under State law, may a majority of the Board of Education delegate authority to the Chairman, Superintendent and Business Manager to make decisions on 'minor' matters without calling a full Board meeting? The 'minor' matters are not specified in the motion, but apparently (in view of the context in which it was made) would

include such decisions as the preliminary planning for the expenditure of State school construction bond funds, selection of architects, authorization of plans, etc. May part of the Board informally agree to such action, and validate it at a later meeting? I have a vague recollection of hearing a case discussed in which a cooperative Board of Directors was prevented from taking even unanimous action on such an informal basis.

"2. May a Board Chairman select which Board members he will advise of plans for a new construction without allowing time enough for the entire assembled Board for due study and revision? (The last two sentences of the preceding paragraph may apply here too).

"3. May a School committee (local district) take legally valid action if it has failed to notify one of its members of the meeting?

"4. May a superintendent recommend a change in principals when the principal wants to continue in his job and no charges whatsoever have been made against him either as to capacity or character, either in writing or orally? (115-7 sec. 4; also 115-17 sec. 3 seem to leave a gap). What is the recourse of a principal in such a case?"

Before attempting an official opinion, this office would like to have the views of Mr. _____, Attorney for the _____ County Board of Education. It always places this office in an awkward position if the duly elected attorney for a board of education has expressed an opinion on a legal question and this office has not had the benefit of that opinion.

I call attention to the case of EDWARDS v. BOARD OF EDUCATION 235 N. C. 345, in which our Supreme Court held that a county board of education can exercise the powers conferred upon it by law only at a regular or special meeting attended by at least a quorum of its members. Article 7, Section 3 of the 1955 School Law, now codified as G. S. 115-71, provides that a local school committee shall meet as often as the school business of the district may require.

Article 17, Section 1 of the new school law terminated the contracts of all principals and teachers employed in the public schools of the State as of the end of the school term, 1954-1955. Thus, principals and teachers no longer have continuing contracts, but must be elected each year for the next succeeding year or for an unexpired part of

(Continued on page sixteen)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, December, 1951)

A. R. Keppel, President of Catawba College, Salisbury, was elected to the presidency of the North Carolina College Conference which met in Greensboro on November 8-9.

State funds in the total amount of \$93,091,876.14 were used in operating the public schools during 1950-51.

Ten Years Ago

(N. C. Public School Bulletin, December, 1946)

J. Warren Smith and Dr. Elmer H. Garinger represented North Carolina at a regional conference with representatives from 11 other southern states at Birmingham, Ala., on Thursday and Friday, November 7 and 8.

Charles W. Phillips of Greensboro, president of the North Carolina Education Association, presented both good and bad aspects of the teaching profession at a meeting of Forsyth County school teachers last night (November 4).

Fifteen Years Ago

(N. C. Public School Bulletin, December, 1941)

W. R. Mills, superintendent of the Franklin County administrative unit for the past six years, died suddenly on November 17.

County superintendent of Education, C. M. Abernethy, yesterday (Oct. 30) released for publication an itemized statement of the "needs of the schools of Caldwell County" for which the city and county school boards have requested the board of commissioners to authorize a county-wide referendum in which the citizens would be allowed to vote on a \$393,100 bond issue to make these improvements.

Twenty Years Ago

(N. C. Public School Bulletin, December, 1936)

Early in the new year a series of conferences, conducted under the direction of Miss Hattie S. Parrott of the Division of Instructional Service, will be held at centers in the eastern section of the State to which will be invited all public school teachers, principals, and supervisors.

We Recommend

that the American people study carefully their systems of school organization and consider measures to deny funds, other than local, to districts which do not after reasonable time, organize on an efficient basis. If the American people are asked to make sacrifices for better education, they deserve to have their funds used as efficiently as possible. This cannot be done without a great deal of reorganization in both rural and urban areas. There is no excuse for the existence of the 8,674 school districts which operate no schools. That is just one dramatic example of the need for reorganization. There is special need for studies of school systems in large cities, where most American children are now congregated. Ways must be found to decentralize large urban school systems to make them more responsive to the will of the people.

—Committee for the White House Conference on Education.

ATTORNEY GENERAL RULES

(Continued from page fifteen)

a school year. It seems to me that Article 17, Section 3, now codified as G. S. 115-145, has no application to your fourth numbered question. That section deals with the removal of principals and teachers for cause and does not apply to the procedure for the election of principals and teachers. Article 7, Section 4 of the new school law, now codified as G. S. 115-72, provides that the district committee, upon the recommendation of county superintendent of schools shall elect the principals for the schools of the district, subject to the approval of the county board of education. The principal of the district shall nominate and the district committee shall elect the teachers for all the schools of the district, subject to the approval of the county superintendent of schools and the county board of education. Likewise, upon the recommendation of the principal of each school of the district, the district committee shall appoint janitors and maids for the schools of the district, subject to the approval of the county superintendent of schools and the county board of education.

If, after you have had an opportunity to discuss the above questions with Mr. ———, he should wish the views of this office as to any of the questions we shall be happy to render any assistance possible. — Attorney General, June 19, 1956.

MAKING TODAY'S NEWS

Raleigh. By a vote of five to two, the Raleigh School Board yesterday officially approved free bus transportation for approximately 42 Oberlin Road Negro students. *Raleigh News and Observer*, November 11.

Vance. In the monthly inspection of buses in the Vance County school transportation fleet, all were found to be in perfect condition, with no defects discovered in any of them, Superintendent J. C. Stabler reported today. *Henderson Dispatch*, November 3.

Asheville. The new textbook rental system in Asheville city schools has been overwhelmingly accepted, a report to the City School Board yesterday indicated. *Asheville Citizen*, November 11.

Richmond. The deed was filed this week whereby the County Board of Education buys 17 acres of land from Safie Mill, the price being \$35,000. *Raleigh News and Observer*, November 18.

Raleigh. Dr. Charles F. Carroll, State Superintendent of Public Instruction, is attending the annual meeting this week of the Council of State School Officers in San Francisco. *Raleigh News and Observer*, November 20.

Mecklenburg. State Highway officials met with local school representatives and County Commissioners today to discuss safety for Mecklenburg school children. *Charlotte News*, November 5.

Polk. There was a collision between a Saluda High School bus and an automobile on Orchard Road eight miles south of Hendersonville Tuesday morning; but there were no injuries, it was reported. *Hendersonville Tribune*, November 15.

Washington. Lunchroom workers in the city schools are ready to volunteer their services in any emergency created by war or disaster. Mrs. W. G. Stancil, manager of the school lunch rooms here, told members of the Washington Board of Education yesterday. *Washington Daily News*, November 14.

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NORTH
CAROLINA

PUBLIC SCHOOL

BULLETIN

January, 1957

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 5

NEA Teacher Opinion Survey Shows Today's Youth "Not Going to the Dogs"

Any general assumption that children and youth of this generation have "gone to the dogs" is a serious mistake, according to evidence in the report of a study released by the National Education Association.

Admittedly, the report concludes, there are trouble spots and serious conditions in many communities and schools; but the picture for the nation as a whole is not nearly as bad as has been painted.

The study provides ample evidence that the great majority of boys and girls are not juvenile delinquents. Nearly two-thirds (64 per cent) of the public school teachers of the United States report that real trouble makers account for fewer than one in every 100 of their pupils; 92 per cent say behavior in their communities is not as bad as the impression given by press, radio, and the movies; and 95 per cent describe the pupils they teach as either "exceptionally well behaved" or "reasonably well behaved" as a group.

The 60-page report, entitled *Teacher Opinion on Pupil Behavior*, was prepared by the NEA Research Division in cooperation with the NEA Commission for the Defense of Democracy Through Education. It is based on questionnaires filled out by 4,270 classroom teachers representative of rural and urban school systems, of every size and grade level, and of the various geographic regions of the United States. Replies were received from everyone of the 48 states.

While the situation for the nation as a whole turns up in a rather favorable light, sheer bigness of the education enterprise and trouble with pupils seem to go hand in hand. Teachers in big school districts, in big schools and with big classes reported significantly more trouble with pupils than teachers in small school districts in small schools and with small classes. This was one of the clearest and most definite relationships established by the study.

Evidence indicates that when class size moves from 30 to 40 pupils, problems tend to double. Teachers in the largest cities reported over twice as many trouble makers per classroom as those in the smaller cities.

A similar pattern was obtained on the question, "During the past 12 months has any act of violence against you been committed by a pupil in your school?" Less than one per cent answered affirmatively in cities under 5,000 population. On the other hand, 3.3 per cent of the teachers in cities over 500,000 population said "yes." Over 28 per cent of the teachers in school districts containing 1,000,000 or more people reported at least one act of physical violence against a faculty member in their school had occurred in the past 12 months.

An evaluation of 18 acts of misbehavior occurring now as compared with 10 years ago and 20 years ago indicates that three acts—impertinence and discourtesy to teachers, failure to do homework and other assignments, and drinking intoxicants—are definitely occurring more frequently now than they did 10 years ago. These three, plus stealing of a serious nature, sex offenses and cheating on homework, are definitely occurring more frequently now than they did 20 years ago.

Again, the situation appears to be considerably worse in the large school districts, the large schools and in urban areas than in small schools and districts and in rural areas.

The factors most frequently associated with misbehavior in school, in the opinions of classroom teachers, are related to the home and family life of the children and youth. When asked to rank causes of misbehavior, irresponsible parents, unsatisfactory home conditions, lack of parental supervision due to mother working and lack of training in moral and spiritual values headed the list in that order.—*Nebraska Education News*.

Driver Education Materials Issued by State Agencies

"Speaking of Driver Education in North Carolina," a packet full of vital information concerning driver education, has just been released by the North Carolina Department of Public Instruction and the North Carolina Department of Motor Vehicles, with the approval of The Governor's Traffic Safety Council.

In the left-hand pocket of the folder are fifteen cards which are sequentially arranged so that the most significant information pertaining to driver education is readily available at a glance. As these cards are read, they may be placed in the right-hand pocket, ready for use thereafter. The cards help in giving the reader an understanding of the traffic accident problem in North Carolina, the role driver education can play, its relationship to other programs for traffic safety, and how and when driver education can be made available on a Statewide basis.

The packet was prepared by John C. Noe, adviser in safety education, State Department of Public Instruction, and Wallace N. Hyde, director of safety education, North Carolina Department of Motor Vehicles. It was first introduced to the Governor's Traffic Safety Council December 5, by Superintendent Charles F. Carroll.

The purpose of the packet is to introduce in brief form significant information concerning driver education so that individuals and organizations interested in the driver education phase of traffic safety may have easy access to reliable information. Already the State Jaycee organization has received a number of these folders; and superintendents and principals likewise have been mailed copies. "It is expected," stated Mr. Noe, "that this packet will do much to increase interest in driver education throughout the State. With such important groups as the Governor's Traffic Safety Council, the State Jaycee organizations, and the superintendents and principals of the State, it is felt that renewed interest in driver education will be felt in all parts of North Carolina."

Superintendent Carroll Says...

The members of the 1957 Session of the General Assembly will be challenged with many opportunities for statesmanship. Unusual and momentous proposals, involving many phases of State government, are slated for discussion and decision. Most of these proposals have evolved through research and study and are already commanding considerable public support. Education is in this category. Altogether, there is reason to believe that this General Assembly will consider and resolve matters of State which will be far-reaching in their implications for progress.

Proposals of such magnitude and proportion as are contemplated by this Session deserve sincere and sympathetic public interpretation and understanding. As custodians of the public school system, it is the responsibility of school administrators, boards of education, and teachers to keep themselves informed on pending school legislation, to supply their representatives with facts about important school issues, and, above all, to consider the common good of all the State in appraising any educational measure.

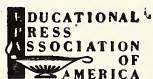
Education is on the agenda for discussion, debate, and decision. The State Board of Education has considered "the job to be done" by North Carolina schools and requested commensurate increases in appropriations with which to do the job expected and required. At the present time, the State is spending approximately \$132 per year per child on education. This General Assembly is being asked to increase this expenditure to approximately \$164 in order that the public school system might:

- (1) recruit and maintain, through a more realistic salary schedule, a more adequate supply of better qualified personnel at all levels of service;
- (2) provide more and better teaching materials for classroom instruction;
- (3) offer transportation to children residing in cities on the same basis as now provided for rural children;
- (4) expand vocational opportunities, particularly in the areas of technical and industrial education;
- (5) have the advantage of five extra days of employment for the teaching staff to organize their schools and plan their instructional program, to the end that pupils will have full advantage of 180 complete days of instruction;
- (6) maintain and operate its buildings with such efficiency as to preserve the investment which has been made in school plants and facilities.

Basically, these proposals constitute the agenda on education to be discussed by the 1957 Legislature. Equally and simultaneously, these proposals merit discussion and affirmative decision by the people of North Carolina.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction
EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Vol. XXI, No. 5

January, 1957

The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it.—John Adams.

The Maryland State Board of Education is calling for an \$800 increase in State minimum pay for teachers over the next two years. The schedule—which is now \$2,800 — \$4,600—would go to \$3,200—\$5,000 next September, and to \$3,600—\$5,400 in September, 1958, if okayed by the General Assembly.

To provide an education for our children and other governmental services in the future will be impossible without the creation of new businesses, the replacement of obsolete plants, the addition of new industries and the employment of more capital and mechanization on our farms. Our rate of economic growth must be accelerated and we must diversify our economy as much as possible—Governor Luther H. Hodges.

I shall call upon the next Congress to enact a school (construction) program to make up for the lost year—by doing the job of school building, not in five, but in four years.—Candidate Eisenhower.

Well over 40 out of every 100 high school graduates last June went on last September to some type of advanced education, including junior and community colleges, the largest proportion in United States history.

Man reaches his peak intelligence at the age of 50—not 21, reports Nancy Bayley of the National Institute of Mental Health.

Exercising its right as a member of the United Nations, Bulgaria became the 75th Member State of UNESCO on May 17 when instruments of acceptance of the UNESCO Constitution were deposited at the Foreign Office in London.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

To Earn A Living, Learn A Living

If one were going on a long trip he wouldn't leave his house wearing a T-shirt and trousers with no baggage, no money, no maps, and no other preparation.

If he did, he wouldn't get very far.

So why should one face the future with no preparation?

For instance, the majority of high school students will be starting careers before long. Many of them will be getting married in a few years. They will want to provide for a family in the best manner they are able. That means they will have to make decisions about:

- insurance
 - property
 - ownership
 - real estate values
 - income distribution
 - manner of savings
- just to name a few.

Those are practical matters. It will help, of course, if each person is expert enough to finish his own basement, repair his own car, and fix his own television—if he has a house, a car, and a television set. It will help, but it is not necessary. There are trained people who do those things, if one can afford to pay them.

What no one can do for another person is to live. He can't hire someone to teach him wisdom, patience, understanding, self-control, and insight.

Yet those things are as important in bringing up a family as bringing home a paycheck. In fact they are *far more* important.

So, what has that got to do with staying in school?

Everything.

School is a society and a community like the neighborhood in which one lives. One can learn the disciplines and virtues of social action, or fail to learn them. These figures back up the notion that educated persons have the leadership

and ability to make decisions in this country:

—61% of 8th grade graduates vote

—71% of high school graduates vote

—82% of college graduates vote.

When one approaches an employer with his high school diploma, it means that he not only has the basic educational ability the employer wants, but also that he is the kind of person wanted, one that has learned to contribute to group efforts, to work with other people, and to provide leadership and initiative when required.

As for family life, the rearing of children is a long, often difficult task that requires from parents the utmost in proper judgments, in correct discipline based on long-range plans and in firm religious convictions that provide a standard against which to measure actions.

These are things every human being must learn for himself. Schooling is a vital part of that training, if the most is made of it.

The facts presented speak for themselves.

The Nation needs educated persons.

An education pays off financially, socially and personally.

So no one should sell himself short.

Stay in school.

For 3.22 Per Cent

The 1957-59 State Budget Request for the public schools, presented by the State Board of Education to the Advisory Budget Commission in September, included a request for funds with which to pay teachers an additional week beyond the nine months school term.

Estimated cost of paying teachers for this extra week's work, according to Board calculations on the basis of the \$2900-\$4500 schedule proposed, would be \$3,306,798

for 1957-58 and \$3,390,889 for 1958-59. This figure for a year is approximately 3.22 per cent above the pay proposed for nine months.

In presenting this request it was the feeling of the Board that the entire 180-day term could then be devoted to the instruction of children. The five days for which teachers would be paid beyond the nine months term would be devoted to planning the program before school opens and to making reports and arranging details of filing records and materials of various sorts following the closing of the school.

"Getting off on the right foot" is recognized as an important role of the teacher. This time for adjustment and for planning during conferences and workshops is of especial significance to the new teacher in the community. There are so many things unknown about the community, the school plant, the instructional materials, the other teachers on the staff, the children and their parents, and the operational routines that the new teacher is benefitted tremendously by an orientation program before school opens each year.

Teachers returning to the same school also find that a few days in which they meet with the principal and all other teachers, discussing problems and making plans, helps them to "get going" much earlier with the regular classroom work. Such planning, would save time taken away from the pupils and permit instruction for 180 days as required by law.

Ideals are like stars. You will not succeed in touching them with your hands; but like the seafaring man, you choose them as your guides, and following them, you will reach your destiny.—Carl Schurz.

The average life of workbooks and tests is set at one year; of textbooks, at four to five years; of reference books, at five to seven years.

Instruction Salaries Takes 85.4% State Funds

Salaries paid teachers, principals and supervisors from funds appropriated by the General Assembly totaled \$105,116,420.12 for the year 1955-56—\$5.43 per cent of the total expenditure from State funds for operating the public schools.

This expenditure for instruction covers salaries paid 30,681 teachers, 1,636 principals and 229 supervisors. It does not include payments made from local funds for additional instructional personnel or for supplements to State-allotted personnel.

Average annual salary paid all teachers was \$3,125.75.

Average paid all elementary teachers, \$3,137.06.

Average paid white elementary teachers, \$3,103.39.

Average paid Negro elementary teachers, \$3,220.32.

Average paid all high school teachers, \$3,086.05.

Average paid white high school teachers, \$3,084.19.

Average paid Negro high school teachers, \$3,091.64.

The 1,636 principals were paid an average annual salary of \$5,066.37.

All elementary principals, \$4,749.11.

White elementary principals, \$4,725.20.

Negro elementary principals, \$4,819.71.

All high school principals, \$5,346.40.

White high school principals, \$5,316.33.

Negro high school principals, \$5,435.62.

Supervisors were paid an average of \$4,046.36 for the year.

White supervisors, \$4,013.16.

Negro supervisors, \$4,151.38.

Average paid all instructional personnel—teachers, principals and supervisors—was \$3,229.78.

What Is the NEA's

Federal Legislative Policy?

A 12-page leaflet issued recently sets forth the Federal Legislative Policy of the National Education Association as defined in the Association's Platform and 1956 Resolutions. Included in the pamphlet is a summary of Federal Legislative Activities during 1955-56.

Copies of this pamphlet are available free upon request to J. L. McCaskill, NEA Headquarters, Washington, D. C.

We Recommend

that local boards of education quickly assess their school building needs, and give this information to their State departments of education, and that the chief State school officers quickly relay this information to the United States Office of Education. Responsible estimates place the Nation's school building need at from less than 200,000 to nearly a half-million additional classrooms by 1960. Inadequate communication between local school districts and State departments of education is the chief cause for these contradictory figures. This Committee also recommends that every community and every State do all that is economically possible to construct the buildings required, and that during such emergency periods as now exists, Federal funds also be used wherever shown to be necessary. In the richest nation in all history, there is no valid reason for the grimy, dilapidated, and overcrowded school buildings which too many children now occupy. It is an ironic truth that most Americans would not permit their children to live in a house which is as bad as the school buildings which many pupils are forced by law to attend. —Committee for the White House Conference on Education.

Testing Service Offers Visiting Associateship

For the summer of 1957, a Visiting Associateship in Test Development is being offered by the Educational Testing Service to a teacher in the field of social studies. The Associate will work primarily on tests at the secondary level, investigating ways of testing those concepts and abilities which should receive increased attention in planning future tests. The appointment will be for July and August, 1957. The stipend is \$700 plus transportation to and from Princeton. Application forms and transcripts must be submitted by March 15, 1957. All inquiries should be addressed to Mrs. W. Stanley Brown, Test Development Division, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

Mulholland Attends Language Arts Meeting

Vester M. Mulholland of the State Department of Public Instruction, who is assisting with the revision of the Language Arts bulletin for grades 9-12, attended the forty-sixth annual meeting of the National Council of Teachers of English which took place in St. Louis during the Thanksgiving holidays.

Nearly 2000 teachers of English in the elementary and secondary schools, as well as colleges and universities, attended this conference. The conference was highlighted by addresses from outstanding authorities in the field of Language Arts, by panels, and by many discussion groups. More than fifty publishers displayed their newest materials in the field of Language Arts.

One of the outstanding features of the convention was the introduction to the participants of the Council's book of the year, "The English Language Arts in the Secondary School," which has just been released by the publisher. This book, five years in the making, presents a complete discussion of the nature of adolescents, and the type of Language Arts program which seems best suited for the high school years.

Another significant feature of the conference included addresses by two outstanding Americans on "Two Ways of Spelling Man," Wallace Stegner, director, Creative Writing Center, Stanford University, discussed "The Artist's Way"; and Thomas Hall, Dean, College of Liberal Arts, Washington University, discussed "The Scientist's Way."

Dr. Helen K. Mackintosh of the U. S. Office of Education and well-known throughout North Carolina, was elected president of the Council for next year, succeeding Mrs. Luella B. Cook.

Among the outstanding speakers at the convention were Harold S. Taylor, president of Sarah Lawrence College; Angela Broening, Baltimore Public Schools; Everett C. Smith, educational specialist, General Electric Company; John C. Gerber, State University of Iowa; John J. De Boer, University of Illinois; Robert C. Pooley, University of Wisconsin; and Dora V. Smith, University of Minnesota.

In commenting on the convention, Dr. Mulholland stated, "I have never attended a more professional or worthwhile conference. The new book in Language Arts for secondary teachers should revolutionize the teaching of English among those who have the interest of young people at heart."

Buffaloe Leaves Department

Henry L. Buffaloe, engineer with the Division of School Planning, resigned from the Department of Public Instruction on January 4 to enter private business.

Mr. Buffaloe came with the Department on July 1, 1953, from the Budget Bureau where he had been since 1950. Prior to 1950, he was with the Henry Vann Co. of Clinton. He graduated from N. C. State College in 1947 with the B. S. degree.

Beginning this month Mr. Buffaloe will have an office in Raleigh, 207 Carolina Office Building, as a consulting engineer. He will work with architects, school superintendents, institutions of higher learning, and commercial establishments in designing heating and air conditioning units, plumbing and electrical installations.

States Report \$10 Million Annual School Fire Loss

States have reported an average annual school fire loss of about \$10 million in property and services, according to a new publication of the Office of Education, Department of Health, Education, and Welfare.

The report, "School Property Insurance: Experiences at State Level," is the first State-by-State summary on a specific type of school property insurance. Although the publication focuses on fire insurance, it reports that some school boards purchase more than 20 different types of insurance coverage.

School districts in more than 40 States paid \$143,869,991 in fire insurance premiums during the five-year period of the study (1948-52).

State reports on school fire losses and insurance premiums are discussed in terms of the ratio of losses to premiums, and the type of building construction and the availability of fire-fighting facilities in such cases.

State-operated insurance programs that include public school coverage also are discussed in the 61-page publication. These programs are in Alabama, North Carolina, South Carolina, North Dakota, and Wisconsin.

Copies of the publication can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 25 cents a copy.

City Expenditures for Public Schools Lag Behind Personal Income

Public school expenditures per pupil in cities did not increase as rapidly as average personal income during the 15-year span ending in 1954, the Office of Education reported recently in its latest biennial survey.

The new report furnishes information on staffs, pupils, and finances in public schools of 3,568 cities with 2,500 or more population. The statistics are for 1953-54.

Among the other trends noted in the survey are improved attendance rates, an increase in the percentage of men teachers, and a gradual increase in average teacher salaries.

The publication points out that average personal income, after taxes, increased 185 per cent from 1939-40 to 1953-54, while current school expenditures per pupil increased only 159 per cent during that period.

A long-term trend toward fewer absences is shown. Whereas less than 75 per cent of the pupils enrolled in 1899-1900 were in school on an average day, the average daily attendance had risen to almost 88 per cent by 1953-54.

Possible reasons for the better attendance, the report suggests, include improvement in school programs by making them more varied and interesting, attention of school personnel to pupils' individual needs, improved economic resources, student health, teacher preparation, guidance and counseling, attitudes of parents toward education, and school laws and their enforcement.

A consistent increase in the proportion of men teachers in city school systems since World War II is reported. In 1953-54, about one-fourth of the 555,400 public city school teachers were men. Improved salaries and greater emphasis on such subjects as chemistry, mathematics, physics, vocational education, and physical education may partly account for the greater appeal to men, the publication notes.

City schools received 63.1 per cent of their funds from city school taxes. Financial backing also came from the States, which provided 27.8 per cent (including about 1.8 per cent in Federal funds from vocational education); counties, 6.9 per cent; and other sources, 2.2 per cent.

Copies of the report can be obtained from the Superintendent of Documents,

Department Issues Bulletin on Visits To Raleigh

"School Visits to Raleigh," a new publication by the State Department of Public Instruction, will be mailed to school principals and other interested persons early in February.

This bulletin offers suggestions to teachers concerning preparation for visits to Raleigh, what to see in five of the city's outstanding attractions, standards of behavior expected of visiting groups, and possible follow-up activities.

Specific suggestions are made relative to visits to the State Capitol, the Governor's Mansion, the Hall of History, the Museum of Art, and the Museum of Natural History. A three-dimensional map indicating the location of these five spots has been incorporated as part of the cover for the bulletin. Other places of interest in Raleigh, which school groups might enjoy visiting, are listed with brief annotations.

Emphasis throughout the bulletin is on careful, cooperative planning for visits to Raleigh in order that they may be of greatest usefulness and pleasure to pupils. Similarly, emphasis is placed on the necessity for teachers and pupils understanding the peculiarities and regulations pertaining to places visited.

The bulletin suggests that school excursions to Raleigh will likely be most beneficial if teachers themselves could visit the spots of interest prior to bringing their classes to the Capital.

"School Visits to Raleigh" was prepared by Dr. Vester M. Mulholland of the State Department with the assistance of those most intimately connected with the five spots of interest featured in the bulletin. In commenting on this new publication, Superintendent Charles F. Carroll stated, "We trust that this brief bulletin will bring the type of information to principals and teachers that will enable them to plan school visits to Raleigh with increasing understanding and appreciation."

U. S. Government Printing Office, Washington 25, D. C., at 60 cents each. It is entitled "Statistics of City School Systems: Staff, Pupils, and Finances, 1953-54."

Professors of Education Reveal Effects of Automation

A credo on the effects of automation upon the present and future of American education was made public last month by Dr. Walter D. Cocking, editor of *The School Executive*, national professional magazine of the educational field. A list of basic beliefs was adopted by the National Conference of Professors of Educational Administration and was published in *The School Executive* issue for December.

The Conference made an intensive study of automation and its implications for the future. Professors from all over the United States met to consider and discuss analyses presented especially for the occasion by Robert Bolz, editor of *Automation* magazine; Herman Llimberg, senior management consultant, Division of Administration, Office of the Mayor, New York; and John H. Fisher, superintendent of public instruction of the City of Baltimore, Maryland.

Highlights of the findings of the Conference, follow:

"We believe that in an age symbolized by automation it is imperative that increasing emphasis be given to a restudy of how people achieve social, civic and spiritual values.

"We believe that in an age of automation it is the responsibility of society to provide appropriate education for all persons.

"We believe that education in an age of automation should accept no material or social barriers and must be universal, not only throughout the nation, but throughout the world.

"We believe that lifelong participation in individual and cooperative educational activities will become the most significant pattern of living for people of all ages, capacities and interests during the age of automation ahead.

"We believe further that the educational programs in an age of automation must be made increasingly sensitive to the educational needs of adults as well as children.

"We believe that school programs must increasingly educate for the intelligent consumption—not only of goods and services, but equally of science, research findings and the arts.

"We believe that in order for school programs to keep pace in an age symbolized by automation, critical and continuous evaluation of 'book learning' and current methodology is compelled.

"We believe teaching should emphasize in an age of automation the emer-

gence of leadership, self-discipline and effective interactions in families of people.

"We believe that increasing productivity both requires and makes possible a higher level of financial support for education.

"We believe that school administrators must be prepared to utilize innovations in data processing, communication, and instructional aids, to the extent that they contribute to the accomplishment of the major purposes of education.

"We believe that in an age of automation the involvement and cooperation of many community organizations and individuals in the education of learners of all ages requires special preparation for administration of community education rather than administration merely of the schools."

Request Made for Expansion Technical School Program

An additional request of \$2,000,000 with which to expand the vocational and technical school program below college level for 1957-59 has been made to the Advisory Budget Commission.

Under the proposed budget the present trade and industries program would be expanded at six centers, with courses provided for persons desiring technical training—air conditioning, auto mechanics, body and fender specialists, diesel mechanics, drafting, electronics, house and industrial wiring, instrumentation, linotype, machine shop, practical nursing, printing, quality control, sheet metal and welding.

It is not the purpose to provide all these subjects in each of the six centers, the courses being dependent upon the needs and the equipment provided. The proposed program calls for an expenditure of \$143,985 for salaries of instructional, supervisory and counseling personnel the first year and for \$297,415 the second year. A total of \$1,558,600 was requested for equipment.

Delay in making this request was due to the fact that surveys in connection with community colleges, college technical education, and vocational-technical education below college-grade had not been completed. Among other things, this study showed an annual need for over 3,000 additional high school graduates with vocational and technical training below college level.

University Provides Loan Fund for Teachers

Persons preparing for teaching and persons already engaged in teaching may secure financial assistance at the University of North Carolina through the Dozier Loan Fund for Teachers. Those interested should write to the Student Aid Office, University of North Carolina, Box 1330, Chapel Hill, N. C.

Tennessee Superintendent Becomes U.S. Commissioner

Lawrence G. Derthick was sworn in on December 20, 1956, as Commissioner of Education, Department of Health, Education, and Welfare. He was appointed by President Eisenhower on November 28, 1956, to succeed Dr. Samuel M. Brownell, resigned. The appointment is subject to confirmation by the U. S. Senate.

Dr. Derthick has had a long and distinguished career in education as teacher and administrator and as a member and officer of national educational organizations.

Prior to his appointment as Commissioner of Education, he was superintendent of the Chattanooga, Tennessee, public schools since 1942. He served as chief of the Education Branch, Office of Military Government of Bavaria, 1948-49, on leave of absence from his Chattanooga position. He was assistant superintendent in charge of instruction of the Nashville public schools from 1939 to 1942, and professor of education at East Tennessee State College from 1935 to 1939.

Dr. Derthick has been active for many years in the American Association of School Administrators and was president of the association for the term 1953-54. He is a member of the Board of Trustees of the Joint Council on Economic Education and of the President's Committee on Employment of the Physically Handicapped. He was a member of the Educational Policies Commission, 1953-54, and is currently serving as advisor to this commission for the term 1955-58.

Dr. Derthick holds the following degrees: B. A., Milligan College; M. A., University of Tennessee; and the honorary degree of LL.D. from Milligan College and the University of Chattanooga. He was born in Hazel Green, Kentucky, December 23, 1905.

Department Revises Library Publication

A revised edition of the publication, "Evaluation of Sets of Books of School Libraries," has been issued by the State Department of Public Instruction.

This new edition of this bulletin, issued as Publication No. 311, was prepared as a guide to superintendents, principals and teachers in examining sets of books for purchase. Pages 5-6 give suggestions for helping decide *what* and *where* to purchase. Special attention is given to a schedule for purchasing approved encyclopedias.

Titles listed in the bulletin were evaluated by staff members of the State Department of Public Instruction and school libraries throughout the State. Biographical information was collected by Cora Paul Bomar, State School Library Advisor. She was assisted in this work by Ruth Stone, librarian, Walter Williams High School, Burlington, and Eunice Query, Appalachian State Teachers College, Boone.

Copies of this bulletin are available free from the Division of Publications, State Department of Public Instruction, Raleigh.

Mrs. Moore Shows Slides on Burmese Customs

Mrs. Annie Ray Moore, health educator in the division of school health and physical education, who spent last year as a consultant with the World Health Organization in Burma, showed colored slides and spoke to the State Department unit of the NCEA and other staff members December 19.

In her illustrated lecture Mrs. Moore emphasized the social and educational customs of the Burmese, and some of the current problems in setting up functional health organizations in the country. "Civic and governmental agencies interested in health are more active in their efforts with the masses than are the schools," declared Mrs. Moore, "but this situation is rapidly changing."

Mrs. Moore wore a native Burmese costume as she talked to the group and showed a number of souvenirs during her hour's presentation.

This program was arranged by Ruth Jewel, Nile Hunt, and Vester Mulholland, officers of the NCEA unit in the State Department.

Teachers Attend Annual Conference For Exceptional Children

More than 300 teachers of special education in North Carolina, and others interested in this program, attended the Eighth Annual Conference on the Education of Exceptional Children, which was held in Raleigh November 29-December 1. The Conference was sponsored by the division of special education in the North Carolina State Department of Public Instruction; and the program was arranged under the supervision of Felix S. Barker.

Addresses during the convention included Superintendent Charles F. Carroll, who spoke on "Special Education in North Carolina—Progress and Problems"; Dr. Herbert Koepf-Baker, Professor of Speech and Hearing, Western Carolina College, who discussed "Some Dimensions of Exceptionality"; Dr. William D. deGravelle, Director of Rehabilitation, Duke University, whose subject was "Basic Medical Information for Teachers of Crippled Children"; and Dr. Deno Reed, Audiologist, University of North Carolina, who spoke on "Diagnostic and Therapeutic Measures for Speech Defective Children."

Two panels were featured: Mobilizing Community Resources for Vocational and Community Adjustment of the Mentally Retarded, and "Teacher Training Offerings for Special Education in North Carolina."

One symposium was built around the topic, "Public School Speech Problems."

Four study groups were arranged for Friday afternoon; and the following topics were discussed: "Psychological Help for Special Class Teachers," "Approaches Toward Meeting the Needs of Talented and Superior Students," "Services and Resources for Crippled Children," and "Promising Practices with the Hard-of-Hearing."

Dr. Ignace Goldberg, Consultant, National Association for Retarded Children, participated in the program on "Mobilizing Community Resources for Vocational and Community Adjustment of the Mentally Retarded," and in the study group on "Psychological Help for Special Class Teachers."

Emphasis during the meeting was on utilizing all resources within the community for the education of exceptional children; complete and thorough diagnosis of exceptionalities; and genuine acceptance of handicapped children by parents, teachers, and community.

Next year's meeting has been scheduled for Winston-Salem.

School Goals

Last December, at the White House Conference on Education, 1,728 delegates tried to decide what philosophers have argued about for more than 2,000 years: "What should our schools accomplish?"

This fall, the Great Books Foundation is campaigning to get laymen and educators to sift this problem in discussion groups outside the schools. Meetings are being held once a week every two weeks. The foundation's nation-wide program, called "Great Issues in Education," got under way last month in Englewood, Calif.

Those who take part in the program read a set of three paper-backed books (cost: \$6.45), containing the education views of Plato, Aristotle, John Dewey, John Hersey, Gregor Ziemer, and others. For more complete details write to The Great Books Foundation, 37 S. Wabash Ave., Chicago 3, Ill.—*Scholastic Teacher*.

Vocational Programs Reach 132,213 Persons

A total of 132,213 persons received instruction under the vocational education program of the State during 1955-56.

Reports giving a summary of the various vocational programs, compiled by the several State supervisors, show that 79,869 students were enrolled in vocational classes and that 52,344 adults, including veterans, attended part-time day and evening classes.

Students enrolled for vocational subjects were as follows:

32,668 in agriculture
41,642 in homemaking
2,405 in trades and industries
1,109 in distributive education
2,045 veterans in elementary and high schools

Adults benefiting under the vocational program were as follows:

15,201 in agriculture
9,573 in homemaking
6,088 in trades and industries
2,987 in distributive education
17,422 veterans in college, vocational and trade schools, and on-the-farm and-job training.

These programs are financed jointly by State, Federal and local funds.

State School Facts

High School Students Study Many Subjects Majority Take English, Math, Social Studies Science, Health and Physical Education

What subjects do North Carolina boys and girls take when they go to high school?

In order to graduate they are required to take some subjects—English, mathematics, health and physical education the first year; English and biology in the second year; English and American history in the third year; and English in the fourth year. Other subjects are elected by the student to complete the requirements for graduation from those offered by the particular school which he is attending. Offerings vary as to size of school from the limited college preparatory requirements to a broad curriculum provided in the large schools.

Tables

Tables presented with this article show: (1) the enrollment by years in the public high schools for three school years—1951-52, 1953-54 and 1955-56—for white and Negro students; (2) the number of schools and number of students, white and Negro, taking various subjects for the same years. These data were tabulated from the High School Principals' Reports.

The enrollment figures show clearly what is taking place in the high schools—20,000 more white students and 9,000 more Negro students in 1955-56 than in 1951-52, spread throughout all grades. The number of schools are fewer because of reorganization and consolidation.

It will be noted that enrollments by years (grades) do not correspond to enrollments by required subjects. This is because of combination grades for teaching expediency, or because of combinations for other reasons.

English

Increasingly larger numbers. Nearly 8,000 took Geography in 1955-56. Other related subjects were chosen by very few students, however.

Science

General Science follows Biology as the preferred science course. Chemistry was elected by 18,351 students, followed by Physics as the choice of 8,338 boys and girls. Other related subjects were elected by fewer than 1,000 students.

Health, Safety and Physical Ed.

The required subjects in this group were taken by large numbers. Driver Education, stressed in many schools, was actually taken by 10,211, a figure much higher than for other years.

Arts and Music

Only 2,919 high school students elected to take Art in 1955-56. Music, largely vocal, was taken by 17,279 boys and girls from 289 schools, whereas band was provided in 262 schools to 10,846 participants.

Vocational and Prevocational

A large variety of offerings were available in this area. A majority, however, take home economics, agriculture and industrial arts. The number taking agriculture appears to be decreasing, whereas home economics holds its popularity as a course desired by increasing numbers. The number taking industrial arts also increased greatly, from 6,192 in 1953-54 to 10,277 in 1955-56. Various trade courses are offered in a few schools to relatively small numbers of students.

Business Education

Typing is the most popular subject in the field of business education. A fair

SUBJECTS (Grades 9-12)	1951-52 No. Schools	1953-54 No. Schools	1955-56 No. Schools
SOCIAL STUDIES:			
Civics	689	36,274	693
World History	593	23,628	590
American History	809	41,129	815
Economics	489	12,245	547
Sociology	473	13,639	562
Problems of Democracy	140	2,771	75
Geography	272	6,575	293
Ancient History	56	650	6
Modern History	55	263	1
N. C. History	1	126	5
Negro History	6	317	3
Government	39	8	335
Consumer Economics	2	345	19
Occupations	8	18	802
Current History, International Relations and Political Science			
SCIENCE:			
General Science	713	32,459	709
Biology	854	50,389	844
Chemistry	549	14,239	555
Physics	342	6,374	340
Advanced Biology, Botany, and Physiology	1	52	4
Physical Science	8	224	14
Senior Science	1	25	
Current Science	1	9	2
Photography	1	29	8
Aeronautics	1	29	8
HEALTH AND SAFETY:			
Health	822	54,513	840
Safety and First Aid	29	1,231	16
Personal Education	55	1,708	117
Personal Hygiene	1		1
PHYSICAL EDUCATION:			
Folk Dancing	757	62,041	874
ART:			
Vocal	155	10,578	
Glee Club, Chorus, Choir, etc.	95	6,198	
Band	93	5,878	
Orchestra			
Piano, Theory, Appreciation			
General Music			
VOCATIONAL AND PREVOCATIONAL			
Agriculture I	563	17,105	583
Agriculture II	534	8,966	538
Agriculture III	511	8,951	540
Agriculture IV	619	26,230	780
Home Economics I	743	20,027	780
Home Economics II	512	10,025	554
Home Economics III and IV			
Home Arts for Boys	6	74	6

will be observed, there were a greater number of students than the corresponding year (grade) enrollment. Very few students took English correlatives—dramatics, speech, journalism, etc.

Mathematics

General Mathematics, Algebra and Plane Geometry are being taken by increasing numbers of students; whereas Solid Geometry, Trigonometry and Advanced Algebra are taken by less than 2,000 students.

Social Studies

Citizenship, World History, American History and to a lesser extent Economics and Sociology are preferred by

Foreign Languages

French continues to be the foreign language favored by most high school students. Latin I was taken by 5,182 and Latin II by 4,158 students in 1955-56, approximately 1,000 more in each instance than the year 1953-54. Spanish was selected by over 4,000 as their foreign language, whereas German was the choice of less than 100.

Other Subjects

Among the unclassified subjects, Bible I was selected by 2,724 students and Bible II and III by 799. In 16 schools Psychology was offered and taken by 810 students.

I. ENROLLMENT IN PUBLIC HIGH SCHOOLS

Year	1951-52	1952-53	1953-54	1955-56
Ninth	White 17,254 Negro 48,938	White 18,538 Negro 53,107	White 20,426 Negro 53,072	White 20,426 Negro 53,072
Tenth	White 39,018 Negro 13,668	White 41,620 Negro 14,344	White 43,824 Negro 16,101	White 43,824 Negro 16,101
Eleventh	White 31,924 Negro 10,568	White 33,086 Negro 11,484	White 35,915 Negro 12,537	White 35,915 Negro 12,537
Twelfth	White 26,489 Negro 7,960	White 28,778 Negro 9,213	White 31,206 Negro 9,670	White 31,206 Negro 9,670
Special	35	67	67	65
Total	134,074	152,821	164,074	158,799
Schools	717	700	237	683

II. NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS

(From High School Principals' Reports)

Subjects	1951-52 No. of Students	1952-53 No. of Students	1953-54 No. of Students	1955-56 No. of Students
ENGLISH:				
English I	888	50,897	886	63,834
English II	898	51,615	875	55,547
English III	880	42,589	870	45,101
English IV	879	32,823	861	36,186
Dramatics	86	3,065	103	3,521
Speech	142	1,578	69	1,756
Journalism	60	1,323	74	1,854
Spelling	40	5,755	36	2,750
Advanced Dramatics	3	128		
Shakespeare, Remedial				
English, etc.	4	165	8	250
Library Science	24	419	21	317
Public Speaking and Debating			2	159
MATHEMATICS:				
General Mathematics I	738	39,690	718	41,440
General Mathematics II	823	41,267	823	42,604
Algebra I	490	17,085	537	17,896
Algebra II	582	14,222	608	15,187
Plane Geometry	511	1,620	62	1,026
Solid Geometry	39	777	53	1,075
Trigonometry	24	442	33	777
Advanced Algebra				
Practical Trigonometry				
Applied Math.				

Guidance	113	5,664	103	6,192	154	10,277
Industrial Arts	4	203	42	1,713	46	1,914
Mechanical Drawing	87	2,561	62	1,956	2	49
Vocational Shop and Trades					1	32
Sheet Metal, Electricity					2	363
Electronics					3	18
Electric Motor Rewinding					3	18
Textiles, Weaving					3	18
Tailor					3	18
Printing	2	109	3	159	3	192
Radio					31	901
Bricklaying					1	11
Automotive Engine Mechanic					9	255
Auto Mechanics	9	244	11	282	1	30
Welding					1	28
Woodwork	14	385	13	769	15	340
Carpentry					3	71
Furniture Cabinet Making					1	31
Sheet Metal Worker					15	348
Machine					1	33
Cosmetology	30	820	27	1,272	33	775
Other trades	54	1,218	30	919	35	1,066
Diversified Occupations	30	820	24	776		
Distributive Education						
BUSINESS EDUCATION:						
General Business	253	9,039	250	9,233	295	10,828
Typing I	457	26,598	475	31,459	734	33,240
Typing II	517	12,191	583	13,510	615	13,118
Business Arithmetic	156	4,011	147	5,328	379	5,133
Elementary Bookkeeping I	343	9,531	377	9,422	379	9,542
Advanced Bookkeeping II	45	510	33	508	15	207
Short-hand II	367	7,517	385	8,683	418	9,279
Business English	128	1,481	109	1,604	154	2,335
Salesmanship	32	963	36	964	52	1,635
Business Law	12	280	9	222	3	89
Business Geography	24	650	17	588	22	497
Secretarial Practice	10	232	2	43		
Office & Clerical Practice	32	704	53	938	58	1,323
Business Machines	2	93	1	13	3	89
Business Principles and Practices						
Retail Merchandising	1	18	2	140	20	1,233
Personal Typing					1	40
Personal Short-hand						
Business Economics					1	21
FOREIGN LANGUAGES:						
French I	720	13,768	583	12,850	627	10,333
French II	555	8,901	518	8,243	551	9,002
Latin I	128	3,957	121	4,134	132	5,182
Latin II	125	3,122	116	3,244	120	4,158
Latin III and IV	6	97	10	491	5	111
Spanish I	85	2,963	103	3,426	112	4,262
Spanish II	89	1,918	91	1,852	97	2,375
Spanish III (Conversational)	1	14	1	60	1	42
German I					1	50
German II					1	17
OTHER SUBJECTS:						
Psychology	7	333	20	935	16	810
R. O. T. C.	1	307	1	385	1	77
Child Development	1	38	1	38	3	61
Visual Aids						
Religious Education						
Bible I	69	2,719	19	513	24	739
Bible II						
Bible III						

Committee on Education Beyond High School Makes First Interim Report to the President

Preliminary conclusions upon which discussion is requested form the primary part of the "First Interim Report to the President" by the President's Committee on Education Beyond High School recently made public.

"Effective planning for the future will not get started unless there is discussion first," the Committee states in its "Letter of Transmittal." To this end, Devereux C. Joseph, Chairman, has called for suggestions of problems which are important or most central for long-term planning. These should be sent to Room 4030 South, Department of Health, Education, and Welfare, Washington 25, D. C.

Preliminary conclusions made by the committee included the following:

1. Our ideals and the increasing complexity of our civilization require that each individual develop his or her talents to the fullest.

2. The needs of the individual and of society plus an unprecedented growth in the population of post-high school age will far outrun the present or planned capacity of existing colleges and

universities and other post-high-school institutions.

3. The needs of the oncoming millions of individuals with varying capacities and interests will call for a broader range of educational opportunities, and less rigid time requirements.

4. Many more able and qualified teachers will be needed than present efforts can provide.

5. There must be promptly formulated an explicit, considered policy as to the role of the Federal Government in education beyond the high school.

6. Even with the best possible utilization of existing resources, additional financial support must be provided if the additional millions in the population are to be enabled to develop their talents to the fullest.

Recommendations will be based upon these tentative conclusions, as modified by the thinking, analysis and planning already being done in many places and by the stimulation and suggestions of many other able people.

North Carolina Ranks 42nd Among States In Cost Per Pupil For Education

North Carolina spent an average of \$176.97 per pupil in average daily attendance during 1953-54, according to a recently released circular from the United States Office of Education.

This expenditure placed this State in forty-second place among the states in this respect. Only the states of Alabama, Arkansas, Kentucky, Mississippi, South Carolina, and Tennessee rank below North Carolina on this school item. Average expenditure for the nation on this basis for each pupil was \$264.76 in 1953-54.

Southern states ranking higher than North Carolina in this respect were North Carolina, \$228.74; Georgia, \$177.41; Louisiana, \$246.65; Maryland, \$268.47; Oklahoma, \$223.87; Texas, \$249.22; Virginia, \$192.56; and West Virginia, \$186.09. Highest ranking states of the nation were New York, \$361.99; New Jersey, \$333.31; Delaware, \$325.42; Illinois, \$318.81; California, \$314.51; Montana, \$327.99; Oregon, \$336.72; Washington, \$305.42; Wyoming, \$329.86; and Pennsylvania, \$299.31.

Onslow County Matches Retirement Fund

Instead of deducting five per cent of the teacher's salary for retirement, Onslow County pays the retirement for the teacher over and above the amount which the teacher receives.

In the case of the teacher with an A-11 rating this amounts to \$1.59 per month, or \$.98 per month in the case of a teacher with an A-O rating.

Onslow County teachers were also given a five per cent supplement on their salaries with their December vouchers.

New Schools Accepted By Southern Association

Five North Carolina high schools were accepted for membership by the Southern Association of Colleges and Secondary Schools at the annual meeting in Dallas, Texas, December 3-6.

These schools were: Northern, Durham County; Madison, Pilot Mountain, Surry County; Northwest, Forsyth County; and Waklon, Wake County. This makes a membership of 93 public and 9 private high schools, a total of 102, North Carolina Schools in the Association. At the same meeting the Kingville High School of Albemarle was added to the list of approved Negro schools, which makes a total of 43 approved schools, 3 private and 40 public.

The following were elected to three-year terms on the Commission on Secondary Schools: Dean W. J. Chandler, Oak Ridge Military Institute; Dr. E. C. Bolmeier, Duke University; Principal O. E. Dowd, Greenville High School. Superintendent Earl Funderburk was elected to the Commission to succeed Dr. Ralph Brimley, resigned. North Carolina holdovers on the Commission are: Principal H. E. Thompson, Wilkes Central High School; Principal Joseph M. Johnston, Asheboro High School; C. W. Phillips, Woman's College, U. N. C.; and A. B. Combs, State Department of Public Instruction.

North Carolina was honored by the selection of James R. Hawkins, Harding High School, Charlotte, as Chairman of the Commission on Secondary Schools.

Representing the State Department at the meeting were Dr. James E. Hillman and A. B. Combs. Other North Carolina public school officials attending were: C. C. Linnemann, Burlington; Jack Horner, Charlotte; Fred Eason, Elizabeth City; Luther Adams, Mt. Pleasant; and Dean Pruette and Lloyd Thayer, High Point.

Biennial Report Is Issued

"The Biennial Report, Part I, of the North Carolina Public Schools," will be issued during January; and copies will be mailed to State legislators, school superintendents, principals and others interested in having in summary form the outstanding achievements of the public schools during 1954-1956 as well as recommendations for the future.

This bulletin, prepared under the direction of L. H. Jobe, includes vital descriptive and statistical materials from all divisions in the State Department, and presents under one cover the salient factors about education in the public schools of North Carolina during the past two years.

Such topics as the following are treated briefly in this biennial report: administration—State and local levels; financial support; buildings and equipment; enrollment and attendance; instructional personnel; the instructional program; and auxiliary services, such as transportation, insurance, publications, textbooks, school lunch programs, and rehabilitation services.

The report concludes with recommendations or future growth and development among the public schools of North Carolina.

Fremont School Head Goes to Warren County

J. R. Peeler, Superintendent of Fremont City Schools, has been elected to succeed W. B. Terrell as Superintendent of Warren County Schools.

Terrell has accepted a position with Elon College as alumnae executive secretary. He had been head of Warren County Schools since 1948.

Peeler, a graduate of High Point College, received his Master's degree from the University of North Carolina. He entered the teaching profession in 1940 as teacher and coach at Bethany High School at Reidsville. He went to Fremont as superintendent in 1952.

New Guides Offer Aid To Photo Contestants

Two helpful guides are now being offered to young photographers who plan to enter the 1957 National High School Photographic Awards sponsored by Eastman Kodak Company.

One leaflet "Contest Cues," contains tips and ideas which have paid off in other years. To demonstrate their practical application, another booklet exhibits sixteen pictures which carried off the highest awards in the 1956 contest. Teachers and students alike, interested in the Award, may have the two new publications together with rules, folders and other complete information by writing to National High School Photographic Awards, Eastman Kodak Company, Rochester 4, New York.

The 1957 competition enjoys the official sanction of the National Association of Secondary School Principals.

Any student in grades 9 through 12 of public, private, or parochial school may submit as many of his own pictures as he likes in four classes: (1) School Activities (including athletics). (2) People of All Ages (no school shots). (3) Pictorials, and (4) Animals and Pets. Awards in each class will be a grand prize of \$300, second prize of \$200, and third prize of \$100, plus a total of four \$50 Special Awards and 240 Honorable Mention awards of \$10 each.

Entries may be sent from January 1 until midnight March 31, 1957. Only pictures taken since April 1, 1956, and not previously entered in any other national contest or used in commercial publications may be entered.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

February 1-2	—Fourth Annual Conference on Teaching the Social Studies, Duke University, Durham
February 14-16	—National School Boards Association Convention, Atlantic City
February 14-16	—American Association of Colleges for Teacher Education, Chicago
February 16-21	—American Association of School Administrators, Atlantic City
February 17-24	—Brotherhood Week
February 22	—North Carolina Adult Education Conference, Charlotte
February 22-27	—National Association of Secondary School Principals, Washington
March 1-2	—Annual Meeting North Carolina Vocational Guidance Association, Woman's College, Greensboro
March 12-15	—National Council of State Consultants in Elementary Education, St. Louis
March 17-21	—Association for Supervision and Curriculum Development, St. Louis
March 19-22	—Department of Elementary Principals, NEA, Cincinnati
March 21-23	—North Carolina Education Association, Wilmington
April 2-5	—Southern District Meeting, AAHPER, Asheville
April 13	—State ACE Meeting, Asheville
April 14-18	—American Personnel and Guidance Association, Detroit
April 21-26	—Association for Childhood Education International, Los Angeles
June 3-7	—N. C. Annual Conference of Teachers of Agriculture, Carolina Beach

Former Department Member Speaks at N. C. College

Dr. Richard L. Weaver, a former member of the Department of Public Instruction, was one of the chief speakers at the annual Resource-Use Education Conference held at North Carolina College of Durham last November.

"Our natural resources are the basic cornerstones of mankind," Dr. Weaver told the 2,000 high school students and teachers in attendance at the Conference. "Human welfare and freedom," he stated, "are so closely interwoven with natural resources and so dependent upon them that we must maintain a balance in our efforts to promote resource-use education."

Dr. Weaver is now Associate Professor of Conservation at the University of Michigan. He is presently engaged in making a survey to learn how each state is organized to give leadership in conservation.

While in North Carolina, Dr. Weaver visited the State Department in Raleigh.

Senator Pat McNamara To Introduce \$2 Billion School Construction Bill

Senator Pat McNamara (Dem. Mich.) has announced that he will introduce a \$2 billion emergency school construction bill when Congress meets this month.

McNamara, member of the Senate Education and Labor Committee, bases his proposal on an annual allotment of \$27.09 per school-age child to each state. Under his formula, North Carolina would get an allotment of \$30,416,455 a year for two years, 1958 and 1959. Based on an average construction cost of \$38,000 per classroom, the bill would provide an additional 1,601 classrooms during each of these two years.

McNamara stated that his "crash program" specifically would prohibit Federal interference in the administration of the states' school programs, and thus avoid defeat of the bill by those who fear Federal control of schools aimed at school integration.

Superintendents Feature Industry, Business

Featuring the annual mid-winter conference of the school superintendents of the State was a panel on "What Industry and Business Need and Want of the Public Schools." Those appearing on this panel were Brandon P. Hodges, Champion Paper and Fibre Company; R. E. Wilfong, E. I. Dupont De Nemours & Co., Inc.; J. B. Wilson, Wright Machinery Company; and Superintendent Charles F. Carroll.

More than 250 superintendents, assistant superintendents, directors of instruction, college professors of education and Department of Public Instruction personnel attended this three-day meeting at the Washington Duke Hotel in Durham. Superintendent A. D. Kornegay of Statesville, president of the NCEA unit of school administrators, presided over the conference.

Another feature on the program was a panel in which activities in vocational education throughout the State were stressed. Those taking part in this panel included Superintendents L. S. Weaver, H. M. Roland, W. J. Bullock, C. A. Furr, Hugh D. Randall, and Consultant A. Wade Martin.

"Looking at Our Basic School Program" was likewise handled in panel style; and the following school men presented typical basic programs in education now being emphasized in certain schools within the State: Dr. E. H. Garinger, John Otts, Earl Funderburke, J. P. Booth, Jesse O. Sanderson, J. E. Miller, and Henry Shannon.

Guest speakers for the conference included Governor Luther H. Hodges, who emphasized in his banquet address some of the immediate Statewide concerns in education; J. H. Phillips, of Duke University who spoke on "The Challenge;" and Dr. Will H. Cartwright of Duke University, who spoke on "Public Education and North Carolina's Progress."

Superintendent S. G. Chappell of Wilson presented a detailed report concerning superintendents' ideas relative to entrance examinations now being employed by the University of North Carolina. The superintendents voted to table the report for further study, reflection, and ultimate discussing at the spring meeting of the NCEA in Wilmington.

Congratulations are in order for Superintendent Kornegay and all those who assisted him in planning an interesting and worthwhile conference, and to all participants whose well-prepared and thought-provoking comments helped to make the winter meeting of the superintendents so successful.

Mrs. Maley Cites Sales Misrepresentations

Sales misrepresentations were recently called to the attention of county and city superintendents by Mrs. Anne W. Maley, State School Lunch Supervisor.

"From time to time," Mrs. Maley wrote the superintendents, "we get reports—of salesmen supposedly quoting our office on approval of their particular product for lunchroom purchases."

Three recent products which are claimed to have the approval of the State office were mentioned by Mrs. Maley to be paper plates and other paper items to eliminate dishwashing, milk vending machines, and flavored straws. None of these are endorsed by the State Department. In fact, Mrs. Maley states, "It has never been our policy to tell schools or you superintendents what should or should not be purchased for school lunchrooms as to equipment, food, or non-edible supplies, except that we have always recommended that decisions be based on sound principles."

Students Show Interest In Photo Contest

Both quantity and quality of entries received so far in this year's National High School Photographic Awards indicate that students are showing an increasing interest in achievement through photography, according to word received from Awards headquarters at Eastman Kodak Company, Rochester, New York.

This year's contest, the 12th such annual affair, will run through March 31, 1957. Any student attending daily (grades 9 through 12) a public, private, or parochial school is eligible to submit photographs. Judging will be done in four classes: (1) School Activities; (2) People (outside of school); (3) Pictures; and (4) Animals and Pets.

Cash prizes totaling \$5,000 will be awarded winners. Amounts of awards to individual winners run from \$300 to \$10. Any number of prints in each class may be submitted. Past year's contests definitely show it's not necessary to be an expert, or own complicated equipment, in order to gain recognition in the contest.

Questions about the contest should be addressed to High School Photo Awards, Eastman Kodak Company, Rochester 4, New York.

"Who's Who" Includes Superintendent Furr

Superintendent C. A. Furr of Cabarrus County is included in the new publication "Who's Who in the South and Southwest."

Furr is recognized for his contributions to public education. He was principal of the Winecoff School from 1921 to 1924, of the Woodleaf School in Rowan County from 1924 to 1939, and from 1939 he has been superintendent of Cabarrus County. He has been an instructor at Catawba College and Appalachian State Teachers College during summer sessions.

He received his A.B. degree from Loyola University in 1920 and his M.A. from the University of North Carolina in 1931.

Children's Friendship Stamp Will Be Honored Soon

Postmaster General Arthur E. Summerfield announced recently the Post Office Department will issue a special 3-cent Children's Stamp designed to promote friendship among the children of the world.

"It will be symbol of the aspirations of All Americans who fervently hope for world peace in the years ahead, and will stress the fact that our children of today are the hope of the world tomorrow," Mr. Summerfield explained.

The date of issuance of the stamp, location of first day sale, and other details will be announced later.

The design for the new stamp accepted by the Post Office Department and carrying the slogan, "Friendship"—The Key To World Peace," was selected by a committee from among designs submitted during a national competition by the grade school and high school children of the United States, its territories and possessions.

The winning design was submitted by Ronald Dias, 19, a former student of Roosevelt High School, Honolulu, Hawaii. He is now living at 3401 West Olive Avenue, Burbank, California.

The moving force behind the Children's Stamp idea is Lady Hilda Butterfield of New York City, who, in her capacity as a private citizen, has fostered the children's stamp in several countries, including the United States, in the interest of international friendship. She is the American-born widow of the late Sir Frederick Theodore Roosevelt Butterfield of England.

Buncombe Issues Directory

A 48-page printed Directory of the Public Schools has been issued by Buncombe County. This Directory includes various personnel having some part in the operation of the schools.

Bullard Points Out Value of Farm Census

Teachers of vocational agriculture were informed recently of the importance of the farm census in program planning.

A. G. Bullard, State Supervisor of Vocational Agriculture, wrote these teachers that "you are in a position to help educate the rural people concerning the value of this report and how they can make it more useful. The completeness and accuracy of the farm census," he stated, "depends upon the completeness and accuracy of the information given by the farmer to the census enumerator."

A copy of the "Instructions Manual, North Carolina Township Farm Census" was sent to each of these teachers, with the suggestion that they use one or more class periods to develop a better appreciation for and understanding of the farm census to North Carolina agriculture.

Brochure Is Helpful in Carrying Bond Issue

A little brochure distributed widely throughout the county helped considerably in carrying a school bond issue recently voted in Washington County.

"Our \$500,000 in bonds, voted November 6, carried by a vote of 2,067 to 837," Superintendent R. F. Lowry wired State Superintendent Charles F. Carroll.

A prime factor back of this affirmative vote, Superintendent Lowry believes, was the 8-page pamphlet giving graphically the facts regarding the need for additional school facilities. This pamphlet showed the growth in school enrollment and set forth the proposed projects with which the funds realized from the bond issue would be used. It also presented a schedule for the sale of the bonds, if voted, by which the tax rate now levied would not be increased.

That the vote carried with this more than two-to-one majority indicates the results of a well-planned campaign spearheaded by Superintendent Lowry.

Alamance Issues Bulletin on Special Education

"Special Education for Exceptional Children of Alamance County," a 45-page mimeographed bulletin which describes the progress of special education during the past five years, has just been released by the office of the county superintendent, M. E. Yount.

This bulletin was prepared by the teachers of special education in the county under the supervision of Jessie I. Baxter, director of instruction, and Mrs. Maude H. Ivey, supervisor. Dr. Vester M. Mulholland of the State Department of Public Instruction served as editorial adviser.

In recounting the history of special education in Alamance County, this bulletin describes briefly how the program operates for those physically handicapped, those with speech deficiencies, and those who are mentally retarded. Included also are summaries of methods used during the five-year period, 1951-1956, procedures and practices, materials developed, and the number of children benefited. The bulletin also suggests ways of continually improving and expanding the program.

In the foreword of this publication Superintendent Yount states: "Realizing that we are now in an era of transition in which significant changes are taking place in what we are thinking and doing about Special Education in the public schools, it is felt that this bulletin not only can record our progress, but can emphasize our continued interest in this area. By taking a look at some of the things we have accomplished, we will perhaps be encouraged to extend our program as rapidly as conditions permit. Some of the materials developed during the past five years may be of practical help to others in initiating a program of Special Education. Finally, it is felt that through this sharing of the results of the work done in Special Education a better understanding on the part of parents, teachers, members of the Health and Welfare Departments, and the public in general may be realized."

Brotherhood Week February 17-24, 1957

Brotherhood Week will be observed this year on February 17-24, according to a recent announcement by the National Council of Christians and Jews.

Materials may be obtained by North Carolinians from the NCCJ Office, 121 E. 3rd St., Charlotte 2, N. C.

1956-57 Directory Issued

"Educational Directory of North Carolina, 1956-57" came from the press early in November.

This publication, issued annually by the State Superintendent of Public Instruction, includes the "head personnel" of all agencies, both State and local, which have an educational purpose. Two new features have been added to the 1956-57 publication—a list of the State representatives of textbook publishers and a list of the chief bus mechanics.

Copies have been sent to county and city superintendents. Other school people may procure copies from L. H. Jobe, State Department of Public Instruction, Raleigh.

Welfare Issues Licenses to Fund-Raising Projects

Licenses were issued on October 31 by the State Department of Public Welfare to the following agencies to solicit funds from North Carolina citizens:

- Colored Orphanage of North Carolina, \$30,000
- Crossmore School, \$25,000
- Oxford Orphanage, \$225,000
- Church of God of Prophecy (State Office), \$43,000
- Divisional Office of the Salvation Army, \$1,226,000
- American Bureau for Medical Aid to China, \$1,987
- American Field Service, \$9,100
- American-Korean Foundation, \$9,150
- American Printing House for the Blind, \$5,465
- American Social Hygiene Association, \$9,744
- Brown University, \$51,850
- Muscular Dystrophy Association of America, \$49,659
- National Fund for Medical Education, \$122,000
- United Service Organizations, \$156,447
- Save the Children Federation, \$16,477

Licenses were withheld from the following agencies not complying with North Carolina law regarding solicitation:

- Associated Missionary Society
- Helping Hand Mission and Bible School
- Piney Woods School
- Starr Commonwealth for Boys

Per Cent Negroes Taking Math And Science Decrease

There is a tendency for the per cent of Negro students taking mathematics and science to decrease, according to a study made recently by Dr. S. E. Duncan, State Supervisor of Negro High Schools, State Department of Public Instruction.

Dr. Duncan's study, covering even school years from 1945-46 to 1955-56, shows that 78.3 per cent of those enrolled in Negro high schools in 1945-46 took mathematics. In 1947-48 there was a decrease to 71.5 per cent. A further decrease to 68.8 per cent was evident in 1949-50. Then in 1951-52 a still further decrease, to 63.8 per cent, took place. In 1953-54 the per cent was slightly higher at 64.0; but last year, 1955-56, there was a further decline to 62.0 per cent.

In other words, during the ten-year period the per cent of Negro students enrolled in mathematics has decreased from 78.3 to 62.0 per cent—a total of 16.3 per cent. This decrease, according to an analysis of subject areas, was in General Mathematics, both I and II, Algebra I, and Plane Geometry.

In science, the study shows, there was a decrease from 70.0 per cent in 1945-46 to 60.5 per cent in 1955-56, or 9.5 per cent. This decrease has been constant during the ten-year period—to 66.8 per cent in 1947-48, to 64.2 per cent in 1949-50, to 62.8 per cent in 1951-52, to 62.6 per cent in 1953-54, and finally to 60.5 last year.

In subject areas, there was greatest decrease in per cent taking General Science—from 30.8 per cent in 1945-46 to 19.3 per cent in 1955-56. There was a 1.6 per cent decrease in per cent enrolled in Biology. Slight increases obtained for Chemistry and Physics, however—2.1 per cent for the former and 1.5 per cent in case of the latter.

Enrollment Continues Up

Enrollment in North Carolina public schools continues up, according to figures for 1955-56 recently compiled by H. C. West, Statistician for the State Department of Public Instruction.

The official total enrollment of 1,023,747 in all public elementary and secondary schools in 1955-56 is 23,672 more than the year before, Mr. West reports. In grades 1-8 there were 800,874 or 78.2 per cent of the total; in secondary schools, grades 9-12, there were 222,873, or 21.8 per cent.

On a racial basis, the division shows 722,461 white and Indian (70.6 per

cent) and 301,286 Negro. The first group is larger by 16,351 than the year before, whereas the group including Negroes is 7,321 greater than the preceding year.

Of the 23,672 total year's increase in enrollment, 7,803 were high school students and 15,869 were elementary. White high school students increased 5,440 and Negro, 2,363.

Duke Announces Fourth Social Studies Conference

The Fourth Annual Conference on Teaching the Social Studies is announced by Duke University for February 1-2.

This year's Conference will emphasize the theme "Teaching for Better Family and Community Life." Panel and open discussions, talks, and exhibits will stress current trends in family and community life, and appropriate methods and materials for instruction at various grade levels. Program participants will include a number of outstanding leaders in family life education and teaching about the community.

Matching grants from the University and the Central Atlantic In-Service Education Committee of the American Social Hygiene Association will support the Conference.

For programs or other information, write Jonathon C. McLendon, Department of Education, Duke University, Durham, North Carolina.

Revised Curriculum

The Houston (Texas) Public Schools have made major revisions in the high school program starting this year. Among the changes:

1. Four years of English required instead of three. (This may be met by either the standard 12th grade English course, journalism, public speaking, or dramatics.)

2. Four lines of study have been established: academic, practical and fine arts, business, and vocational. The system of majors and minors is retained, the number of free electives reduced.

3. A "diner" course in arithmetic will be required of all 12th graders who need it. (This will be determined by an arithmetic test.)

4. Nineteen units required for graduation, instead of 18. —Scholastic Teacher.

Mt. Airy Newspaper Issues Special Education Number

Prior to the observance of American Education Week, the Mount Airy Times devoted sections to the schools of Mount Airy and Surry County.

Two sections, one eight pages and the other four pages, told about county school activities. An eight-page section gave articles and pictures concerning the city schools.

A special note invited the public to visit their children's schools during American Education Week.

We wish to commend the Mount Airy Times for this evidence of interest in the public schools and the fine, timely number devoted to the schools of Surry County. The many newspapers of the State which have issued special editions on education rendered a worthwhile public service and all are to be highly commended.

Public Health Nursing Added To Grad Program

A master's degree program in public health nursing supervision has been added to the graduate nursing education programs available regionally at six Southern universities working cooperatively with the Southern Regional Education Board.

The newest regional graduate program will be offered at the University of North Carolina, the only university in the South which has both a basic collegiate nursing program and a school of public health.

North Carolina already offers nursing service administration through the regional program, and plans to add nursing education administration and psychiatric nursing.

Dr. Genevieve K. Bixler, head of the SREB's nursing project, said that this is the first public health nursing supervision course which has been made available under the regional program. Applicants will be eligible for Commonwealth Fund-sponsored regional fellowships.

In commenting on the new public health graduate program, Dr. Bixler added that as the need arises, "it is expected that other programs such as preparation of teachers for public health nursing will be organized cooperatively by the UNC School of Public Health and School of Nursing."

The six schools cooperating with the SREB in the nursing project are the Universities of Alabama, Maryland, North Carolina, and Texas, and Emory and Vanderbilt Universities.

The Attorney General Rules . . .

Authority To Operate Kindergarten

In reply to inquiry: With your letter of December 4, you enclosed a copy of a letter from Mr. _____, Superintendent of the _____ County Schools. In his letter Mr. _____ states that one of the schools in his administrative unit wishes to establish and operate a kindergarten as a part of the Public School Program. You seek the views of this office as to whether kindergartens may be operated as a part of the Public School System unless authorized by a vote of the people.

Article 5, Section 21 of the 1955 School Law now codified as G. S. 115-38 is in the following language: "County and city boards of education may provide for their respective administrative units, or for any district in a county administrative unit, kindergartens as a part of the public school system when a tax to support same is authorized by a majority of the voters at an election held in such unit or district under provisions for holding school elections herein.

"Such kindergarten instruction as may be established under the provisions of this section, or established in any other manner, shall be subject to the supervision of the State Department of Public Instruction and shall be operated in accordance with standards adopted by the State Board of Education."

You will note that the last sentence of the Section in question provides that kindergartens established under that Section or in any other manner shall be subject to the supervision of the State Department of Public Instruction. I assume that the reference to the establishment "in any other manner" refers to kindergartens established under authority of local Acts of the General Assembly. For instance, in the case of *POSY v BOARD OF EDUCATION*, 199 NC 306, reference is made to Chapter 175, Private Laws of 1907 which authorized the establishment of kindergartens in the City of Asheville as a part of the Public School Program of that city. I find no such local Act for _____ County. Therefore I know of no specific statutory authorization for the operation of a kindergarten as a part of the Public School System of an administrative

unit except upon compliance with the provisions of G. S. 115-38.

—Attorney General, December 5, 1956.

Liability of Board of Education For Street Improvements

In reply to inquiry: With your letter of November 16 you enclosed a copy of a letter from _____, Superintendent of the _____ Public Schools in which he writes: "The _____ Board of Education has asked me to investigate the question of whether or not a local school can legally pay paving assessments levied by the city. If such assessment payment is legal, would it not come from capital outlay funds through the County Commissioners as all capital outlay funds come at present?"

Article 9, Chapter 160 of the General Statutes sets out the procedure for local improvements, such as street paving, by municipalities. G. S. 160-91 provides that the property owner shall have the option of paying for the improvements in cash or he may have the option of paying the assessments in not less than five nor more than ten equal annual installments. Such installments shall bear interest at the rate of 6% per annum from the date of the confirmation of the assessment roll.

In the case of *RALEIGH v PUBLIC SCHOOL SYSTEM*, 223 NC 316, our Supreme Court held that while Article V, Section 5 of the State Constitution provides that property belonging to the State or to municipal corporations shall be exempt from taxation, assessments on school property for special benefits thereto, caused by the improvement of the street on which it abuts, are not embraced within the prohibition. In that case, the City of Raleigh had levied certain paving assessments against certain city school property, the assessments to be payable in ten equal annual installments bearing interest at the rate of 6% per annum.

By Authority of the foregoing decision of our Supreme Court it will be seen that the city does have authority to levy paving assessments against school property. In order to be legal in any particular case, the assessments must have been made in conformity with the provisions of Article 9, Chapter 160 of the General Statutes.

As to whether the annual installment of principal and interest of paying assessments should be included in the current expense budget or in the capital outlay budget, Article 9, Section 1 of the 1955 School Law now codified as G. S. 115-78, is not entirely clear. As a part of the current expense fund is listed the cost of repairs to buildings and grounds. Under the capital outlay fund is listed "improvement of new school grounds" and "cost of additional sites and improvements of grounds, alterations and additions to existing buildings". The question is a close one but I am inclined to agree with Dr. _____ that the item should probably be included in the capital outlay budget rather than in the current expense budget.

—Attorney General, November 20, 1956.

Authority of State Board of Education to Change Boundary Lines of City Administrative Unit; Effect on Supplemental Tax

In reply to inquiry: In your letter of May 15, you state that _____ City Board of Education and the _____ County Board of Education are considering the consolidation of the high school departments of _____ and _____ colored schools. You further state that a site for the consolidated school has been proposed just across the line of the _____ District and within the limits of _____ District. If this site should be selected, both Boards are willing to recommend that the site of the new building be removed from the _____ City Administrative Unit and added to the _____ County Administrative Unit thus placing the control of the new school in the _____ County Board of Education. You state that the Boards are confronted with the question of what, if any, effect such a change in boundary lines would have upon the local tax heretofore voted in the _____ Administrative Unit.

Subsection 3 of Section 1, Article 14, of the 1955 School Law, now codified as G. S. 115-116(3), provides that an election may be called for the purpose of enlarging a city administrative unit and the authorization of the levy in the territory newly incorporated of a special tax of the same rate as that voted in the adjoining administrative unit with which such territory is to be

(Continued on page sixteen)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, January, 1952)

Dr. R. M. Fink, Consultant in Mental Hygiene, State Department of Public Instruction, has prepared tentative manuscript for part of the 1952 Yearbook of the Association for Supervision and Curriculum Development.

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, came to Roxboro on Tuesday night, and, in a speech at the Roxboro Grammar School, urged that Person County, for its children's sake, agree to a program whereby the high schools in Person County would be consolidated.

Ten Years Ago

(N. C. Public School Bulletin, January, 1947)

Dr. H. Arnold Perry, Associate in the Division of Instructional Service, resigned on December 31, 1946, to accept a position on the faculty of the University of Alabama, beginning January 1, 1947.

James Everett Miller, Director of the Division of Adult Education of the Department of Public Instruction in 1941-42, has returned to the Department as Associate in the Division of Instructional Service, succeeding Dr. H. Arnold Perry.

Fifteen Years Ago

(N. C. Public School Bulletin, January, 1942)

W. F. Mitchell, Field Representative of the State Textbook Commission (now Division of Textbooks), has been elected as Superintendent of Franklin County to fill out the unexpired term of the late W. R. Mills, who died suddenly on November 17, 1941.

S. G. Chappell, (Wilson) city superintendent of schools, said recently that work had been started on a new two-story \$70,000 physical education center for the Charles L. Coon High School.

Twenty Years Ago

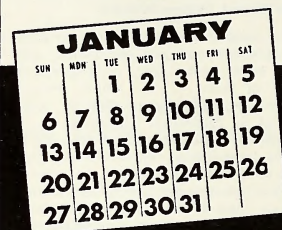
(N. C. Public School Bulletin, January, 1937)

C. E. Morrison, teacher of vocational agriculture in the Rowland High School, Robeson County, has been declared the Master Teacher of Vocational Agriculture of the State.

Governor Hoey, in his inaugural address stated, "North Carolina is too poor not to educate, and we must not fail to meet the situation adequately."

JOIN THE MARCH OF DIMES

IN



The Attorney General Rules

(Continued from page fifteen)

consolidated. The machinery for the calling and conducting of such an election is set out in Article 14 in the new School Law. In the case of SPARKMAN v. COMMISSIONERS, 187 NC 241, our Supreme Court held that if nontax territory is consolidated with a special school tax district, the special tax theretofore authorized may no longer be levied and collected because the addition of nontax territory to the district actually amounts to the creation of a new district in which the special tax has not been voted. Your question is rather the converse of the foregoing situation.

The statute now codified as G. S. 115-11(11), enacted as Article 2, Section 2, of the new School Law, authorized the State Board of Education in its discretion to alter the boundaries of any city administrative unit when in its opinion such change is desirable for better educational advantages or better school administration. This subsection contains the following express proviso: "Provided, that such change in administration shall not have the effect of abolishing any special taxes that may have been voted in such unit." From the foregoing, it is the view of this office that the State Board of Education has the authority in its discretion to alter the boundary lines of the City Administrative Unit to the extent of excluding the property on which will be located the proposed

MAKING TODAY'S NEWS

Wake. Discussion on allowing students to return to Wendell High School after marriage took a large portion of the Wendell School Committee meeting this week in Principal Carl Grad's office. *Raleigh Times*, November 11, 1956.

Wilson. Wilson's city school board today broke ground at three school sites, launching a four-project, \$1,799,019 school building program. *Wilson Times*, November 11, 1956.

Charlotte. The City of Charlotte leads all other municipalities in the State in the amount it spends per pupil in school tax supplements. *Charlotte Observer*, December 6, 1956.

Concord-Cabarrus. City and county school officials Monday asked the County commissioners to get the wheels in motion to pour over a million dollars in school improvements in Cabarrus County during the next nine months. *Charlotte Observer*, December 5, 1956.

Henderson. The Woodmen of the World honored some 25 county school bus drivers for safety records and named the "Mr. Woodman of 1956" at a family night supper which was attended by more than 300 persons last night. *Hendersonville News*, December 21, 1956.

Buncombe. A stepped-up indoctrination program for safety of Buncombe County School buses, to be followed by spot road checks, was announced yesterday by T. C. Roberson, county school superintendent. *Asheville Citizen*, December 16, 1956.

Franklin. The State Board of Education today approved \$32,772.77 allocation of State money for an addition to a Youngsville school building. *Raleigh News and Observer*, January 3, 1957.

new consolidated school. Very likely, the State Board would not take such action unless requested to do so by resolution from both the County Board of Education and the City Board of Education. The property excluded would become nontaxable when conveyed to the County Board of Education and would result in no greater loss of tax revenue to the City Administrative Unit than if title were taken in the name of City Board of Education. Under the provisions of G. S. 115-125, the new school would have to be operated by the administrative unit within whose boundaries the property is located.

—Attorney General, May 16, 1956.

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NORTH
CAROLINA

PUBLIC SCHOOL BULLETIN

February, 1957

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 6

Sixty-five Per Cent Vocational Rehabilitants Become Wage Earners

Sixty-five per cent of the 2,730 persons designated "rehabilitants," or closed cases, were employed as wage earners and the remaining 35 per cent were classed as farmers, housewives and family workers.

This is one item contained in the 1955-56 Annual Report of the Division of Vocational Rehabilitation, State Department of Public Instruction, which was released last month. This report, made by Director Charles H. Warren, explains the Vocational Rehabilitation Program and by charts and figures shows the facts with reference to 2,730 North Carolinians whose cases were closed under this program in 1955-56.

This Program is a joint State-Federal undertaking for the benefit of persons of working age who have a disability which prevents them from earning a living and who have a reasonable likelihood of becoming employable. Of each dollar spent, the Federal Government pays 63 cents to 37 cents by the State.

Some of these facts are the following:

- Average time from acceptance to closure — 14 months.
- Including 4,447 dependents of 1,376 of the 2,730 rehabilitants, a total of 7,177 people received benefits from the program.
- Disabilities of the 1955-56 rehabilitants originated as follows: accidents 30 per cent; disease, 63 per cent; and congenital, 7 per cent.
- Average age of rehabilitants was 37 years.
- Average education, 7 years.
- Annual earnings at acceptance, \$517,660.
- Annual earnings at closure, \$3,256,916.
- Cost of rehabilitation, \$715,179.

Other information will be found in this 24-page Report, a copy of which may be secured from the Division of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, N. C.

Governor Names Committee for Better Schools

Last month Governor Hodges named 30 persons to serve on a newly-created Citizens Committee for Better Schools. A seven-member advisory panel of school officials was also named.

Holt McPherson, High Point newspaper editor, was appointed by the Governor as chairman of the Committee. Three prominent Negro citizens are included in the appointments. They are: Dr. Paul Bishop of Rich Square, president of the Negro Baptist Convention; Dr. Thomas J. Watkins, Charlotte dentist; and Mrs. D. M. Jarnigan of Raleigh, executive secretary of the North Carolina Congress of Colored Parents and Teachers. It is the purpose of the Committee to arouse community interest for improving the public schools. It will not be concerned with problems arising from the U. S. Supreme Court decision with reference to segregation in the public schools.

Other members named were: John R. Baggett, Jr., of Lillington; R. F. Beasley, Jr., of Monroe; Henry Belk of Goldsboro; Howard E. Carr of Greensboro; S. P. Cross of Gatesville; Mrs. Ruth Daily of Durham; Tom I. Davis of Selma; Bruce Drysdale of Hendersonville; John R. Foster of Greensboro; L. C. Gifford of Hickory; Rush Hamrick, Jr., of Shelby; David R. Johnson of Yanceyville; L. Chevis Kerr, Sr., of Clinton; Hugh Lobdell of Charlotte; H. A. Mattox of Murphy.

D. R. Mauney, Jr., of Cherryville; C. A. McKnight of Charlotte; Dr. W. C. Mebane of Wilmington; Joseph Moyer of Greenville; Dr. T. E. Powell of Elon College; W. Frank Redding, Jr., of Asheboro; W. W. Sutton of Goldsboro; Ray Wilkinson of Rocky Mount; D. Hiden Ramsey of Asheville; W. E. Horner of Sanford; W. D. Herring of Rose Hill; and Stuart J. Black of Concord.

Named to the Advisory Panel were Dr. L. S. Cozart of Concord, president of Barber-Scotia College; Dr. Guy B. Phillips of Chapel Hill; Dr. Dr. Jasper L. Memory of Wake Forest College, Winston-Salem; Dr. Leo Jenkins of East Carolina College, Greenville; Dr.

Charles F. Carroll of Raleigh; Dr. J. Lem Stokes, II, President of Pfeiffer College at Misenheimer; and O. P. Johnson of Kenansville, Duplin County Schools superintendent.

Carroll Appointed to Advisory Council for Exceptional Children

State Superintendent Charles F. Carroll was named recently by the Southern Regional Education Board to its Advisory Council for Exceptional Children. Appointments to the Council consist of a group of professional and lay persons interested in special education.

Dr. John E. Ivey, director of the SREB, who made the appointments, said that the purpose of the Board's regional program in special education is "to find ways of securing an adequate supply of specially trained teachers for the South's one million handicapped and gifted children."

The program is supported jointly by the SREB, United Cerebral Palsy, the Association for the Aid of Crippled Children, and the National Association for Retarded Children through some of its Southern state societies.

Mr. William C. Geer, formerly with the Nashville City Schools, is head of the program.

"The overall objectives of the program," Mr. Geer said, "are the early establishment of more high quality training and research programs in special education, and securing broader public understanding of the needs of exceptional children."

The Advisory Council is composed of representatives of colleges and universities, state education departments, regional and national professional groups, and lay persons. Mr. Geer pointed out that an attempt was made in forming the Council to "bring together leaders in special education with leaders in general education and laymen."

The organizational meeting of the Council was held December 10-11 in Atlanta.

Superintendent Carroll Says...

The feature article in this issue of the BULLETIN is devoted to enrollment trends in North Carolina colleges. This annual study serves at least two purposes: (1) it provides the public with current statistical data on college growth, and (2) it motivates the interest of high school youth in college opportunities.

The Department of Public Instruction is concerned not only with what students do while in public school but also with what happens to them after their public school education has terminated. In recent years the Department has intensified its efforts in encouraging capable high school students to prepare for and to seek college admission. Specifically, the Department is informing prospective enrollees about college entrance requirements, courses available at the various colleges, and procedures for making application. Realizing that many capable youth need financial assistance in order to attend college, the Department is also acquainting youth with scholarships, work opportunities, and loan plans available at North Carolina colleges. Publications giving answers to these vital questions are available from the Department.

There is a positive correlation between high school trends and college trends. In analyzing the college statistics, therefore, the following high school facts are pertinent:

1. More students are remaining in high school longer. The percentage of 8th grade students who continued through high school and graduated in 1955 was 52.21; in 1956, 53.92.
2. More students are remaining in high school, graduating, and going to college. The percentage of 8th grade students who continued through high school, graduated, and entered college in 1955 was 19.06; in 1956, 20.51.
3. There is a continuing increase in the number of high school graduates. There were 1598 more graduates in 1956 than in 1955.
4. Statewide, the percentage of high school graduates entering junior and senior colleges is consistently increasing. The percentage rose from 31.2 in 1955 to 32.1 in 1956.
5. Comparing county and city school systems, there is a wide variation in the percentage of 1956 high school graduates going to college. The percentage of white graduates entering college from county schools is 26.9; from city schools, 48.9. The percentage of Negro graduates entering college from county schools is 22.4; from city schools, 32.1.

The statistics give evidence of progress at both the high school and college levels. Even so, there is need for more of our capable youth to complete high school and attend college.

Good teachers do not just happen. They are the product of the highest personal motivation encouraged and helped in their work by adequate salaries and respect, support, and good will of their neighbors. The quality of American teachers has never been better. But the rewards for too many teachers are not commensurate with their work and their role in American life.

—President Eisenhower.

No man can tell what the future may bring forth. Small opportunities are often the beginning of great enterprises. —Demosthenes.

No bubble is so iridescent or floats longer than that blown by the successful teacher. —Sir William Osler.

As good almost kill a man as kill a good book. Who kills a man destroys a reasonable creature, but he who destroys a good book kills reason itself—the very essence or lifeblood of a Master Spirit. —John Milton.

Illiteracy, or the inability to read and write in any language, has almost vanished in this country. In 1870, 20 per cent of the population above the age of 14 was illiterate. The figure now has dropped to 2.5 per cent. Unemployment is higher among illiterates than in any other group, and lowest among those with four years of college or more.

Now a kind of liberal education must underlie every wholesome political and social process, the kind of liberal education which connects a man's feeling and his comprehension with the general run of mankind, which disconnects him from the special interests and marries his thought to the common interests of great communities and of great cities and of great states and of great nations, and, if possible, with that brotherhood of man that transcends the boundaries of nations themselves. (1911) —Woodrow Wilson.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction

EDITORIAL BOARD
L. M. JOBE, J. E. MILLER
V. M. MULHOLLAND

Vol. XXI, No. 6

February, 1957

Dignity of Manual Work

The cultural and economic needs of North Carolina demand that dignity somehow be achieved for manual work and manual workers. How this can be done needless to say is in itself a vexing problem. Many educators have long agreed that the problem exists and that schools should do something to resolve the problem; but in general, educators have not yet tackled the job with fervor and determination.

Guidance programs; testing programs; special curricular activities—including units of work on vocations, school visits, bringing visitors into the classroom—all these have been prompted by laudable motives. Fortunately many excellent results have been observable. It remains true, however, that the philosophy and organization of many schools cause pupils of ability to be channeled into academic areas and pupils of less ability to be channeled into vocational subjects.

Expert guidance would admit the advisability of this procedure in certain instances to be sure; but in

North Carolina which is now striving more than ever to raise its per capita income more consideration, it seems, should be given to the channeling of some of those with ability into manual occupations. This approach to raising per capita income would also do much to erase some of the psychological stigma which still plagues manual work and manual workers.

At the same time, more attention among all educators on the dignity of labor should be appropriately stressed at all grade levels. Until teachers have something of this point of view and until this can be warp and woof of the instructional program, there is little chance of moving forward toward goals which are already rather widely accepted.

The problem has many facets which should engage the best thinking of educators throughout the State; for, in reality, a widespread awareness and acceptance of the problem is necessary before constructive, down-to-earth plans can be made for solving it.

18c a Day

Eighteen cents a day more per pupil will provide the additional funds requested by the State Board of Education for the operation of the public schools on a higher standard in 1957-58 than at present.

Eighteen cents a day more per pupil will provide a salary schedule for teachers ranging, for those holding Class A Certificates, from \$2900 for a beginning teacher to \$4500 for one holding a Graduate Certificate with 14 years teaching experience.

Eighteen cents a day more per pupil will provide extension in pay of teachers for five days in which they will have time before and after the 180-day instructional period to make plans, make reports, and perform other organizational work.

Eighteen cents a day more per pupil will provide the budget requested and thereby increase the salaries of other school personnel—superintendents, principals, supervisors, clerical assistants, janitors, mechanics, and bus drivers.

Eighteen cents a day more per pupil will provide funds with which to increase other items in the State school budget:

Travel of superintendents—10%
Instructional Supplies—from 75 cents to \$1.25 per pupil

Fuel—5%
Water, light, power—from \$21.50 to \$26 per teacher

Telephones—from \$2 to \$3 per teacher

Libraries—from 50 cents to 75 cents per pupil

Child health—from \$750 per county and 35 cents per child to \$1000 per county and 50 cents per child

And transportation to children in city units living more than 1½ miles from school

But eighteen cents a day more per pupil will provide more than these objectives. Eighteen cents a day more per pupil will provide better opportunities for a million school children; better morale for professional, clerical, and custodial

"Admission Denied"

Students graduating from the public high schools are increasing in numbers. Last year, 1956, the number was more than 38,000.

More high school graduates are continuing their formal education in college. Approximately 40 per cent of those graduating from high school are entering college, business or trade school, and nurses training. Among those not continuing their education, it is estimated that at least 50 per cent are capable of college work but are not able to attend because of economic reasons. Due to the increasing availability of scholarships for students of superior ability, it is believed that the number of students desiring to extend their formal education will continue to rise and at a more rapid rate.

Will the institutions be able to take care of those who apply for admission? It is known that many of these higher education institutions already have as many students as they can accommodate. It is known also that some of these institutions are beginning to refine the selective procedure for the admission of students. In other words, because of lack of facilities and because of selective admissions the colleges will deny admission to more and more students.

According to a recent national survey of 78 college admissions officers as to reasons for denying admission to a student, it was learned that of those denied admission 61.5% had low high school grades, 25.5% lacked credit for specific subject matter courses, and only 13.0% lacked ability. In order to enter college in the years ahead, it appears that students in high school will need to work harder and to plan earlier, else when they present their applications they be confronted with the words "Admission Denied."

personnel engaged in North Carolina's most important business—public education; and a better State in which to live.

What Things Worry and Irritate Teachers? What Things Give a Feeling of Satisfaction?

Answers to these questions by 147 teachers from 10 administrative units may not be typical—at least they are interesting.

- 22 worry about the lack of home cooperation and understanding; blame from parents when you have done your best—lack of interest and support in discipline—expect all to be scholars—being “blessed out” in public—indifference.
- 20 have fear of not giving satisfaction to principal, board, patrons: constant indifference of board, principal, patrons—pressure from board and community; trying to keep administration, parents and 60 children happy—political demands—ordered to take part in political campaigns—one “big shot” can cause you to lose your job—firing teachers without a chance to resign—not knowing when you will be fired—being forced to do things against better judgment.
- 31 worry about the curriculum being overcrowded; too much outside work—extra jobs—time pressure—“lack of time to cover all I want to do.”
- 31 worry about unjust criticism: destructive criticism—lack of appreciation—no recognition.
- 22 worry about tenure: late elections—nature of contract—politics in appointment.
- 25 are irritated with parents: Who are uninterested, uncooperative, hypocritical, and interfering—who give bias criticisms—who will not accept responsibility—who blame school and teacher for child's shortcomings—who emphasize grades rather than knowledge.
- 48 are irritated about a lack of organization: sudden notice on rush work—not being informed—not being asked to participate in decisions—worthless faculty meetings—forced rather than encouraged— indefinite schedule—lack of overall planning—partiality of principal—lack of trust by principal—indiscretion from above—unequal assignment of duties—harrassment from principal—principal sponsors misunderstandings—pettiness—too many superiors.
- 33 were irritated about too much outside work: civic work pressure—drives—clerical night work—extracurricular activities—wasted meetings.

- 26 were irritated by interruptions of classes.

Satisfactions

- There were some satisfactions however, among these 147 teachers:
- 95 had satisfactions dealing with pupil progress: citizenship, grades, reasoning, academic, social, emotional, spiritual, hobbies, interests, reading, work habits, attitudes.
 - 54 had satisfactions about their pupils: interest, cooperation, devotion, love, enthusiasm, respect, friendship with, creating interest for, who work the best of ability, happiness.
 - 34 had a feeling of satisfaction by the cooperation of parents: praise from—cooperation with community—friendship with parents, appreciation by community—sense of belonging—awareness that teacher is doing a good job—improvement in school-community relations.
 - 39 wanted better cooperation with parents: constructive interest—understanding of teacher's program—opportunities to use parents as resources—to guide parents—praise from—support—appreciation.
 - 23 wanted higher salaries as a means of giving additional satisfactions.

These were the worries, irritations, and satisfactions common to 20 or more of 147 teachers responding to the questions. For complete results of this survey, write to Dr. R. M. Fink, School Health Coordinating Service, State Department of Public Instruction, Raleigh, N. C.

“2 x 4” Teachers

The teacher who does not draw on community resources qualified as one of Ole Sand's “two by four” teachers. Professor Sand, Wayne University, defined the “two by four” teacher as one “who is confined between the two covers of a textbook and the four walls of a classroom.” His remarks were apropos of the topic, “Using Community Resources in the Primary Grades.”

Sand suggested that his figurative “four walls” should be expanded to take in more of the community by the simple device of inviting adults with special talents and abilities to talk to the class. “There are 100 teachers for every classroom,” said Sand, “if we make use of our community resources.” —*Scholastic Teacher*.

Foreign Teachers Visit State Department Office

Seven teachers of English from five foreign countries— Iran, Japan, Spain, Egypt, and Brazil—visited North Carolina schools and the State Department of Public Instruction early last month.

They were: Ahmad Mostafair of Iran who visited High Point schools; Jitsugo Honda of Japan, Burlington; Waldo Merino of Spain, Winston-Salem; Hiroshi Asano of Japan, Elizabeth City; Mortada H. Abdel Chaffar of Egypt, Hendersonville; Mrs. Yosrebal Mansuri of Iran, Iredell County; and Maria Ignes Kilbe of Brazil, Fayetteville.

These teachers were in the United States under the auspices of the U. S. Office of Education.

Research Committee Studies High School Preferences

A study is now being made to determine what factors caused freshmen now enrolled in the three branches of the University of North Carolina to prefer mathematics and science in high school.

This study is being made by the Committee on Cooperative Research, representing the three branches of the University of North Carolina and Duke University.

Sixteen items appear on a checklist which was given to incoming freshmen and these are now being tabulated. Following this tabulation, a random selection of students on each campus will be interviewed in an effort to gain further information concerning reasons why these students liked math or science in high school. Later in the year schools from which a good percentage of graduates who had a preference for math or science will be visited in an effort to determine what factors in the school itself were conducive to science and math preferences among students. Similarly, certain schools from which low percentages of pupils who graduated had a preference for math and science will be visited.

The Committee plans to make a follow-up study concerning achievement in college among those students participating in this study. Should the first year of this experimental study prove worthwhile, it is expected that the Committee will request money from some outstanding foundation for carrying on a similar study over a period of four-to-six years.

"18c for Johnny"

"18 cents for Johnny," a twenty-four page, illustrated brochure, designed for disseminating information concerning the need for additional funds for the public schools of North Carolina, was recently distributed throughout the State.

The bulletin was sponsored by the North Carolina School Boards Association and was produced by the Bureau of Audio-Visual Education, UNC and the Audio-Visual Department of the NCEA.

As the title implies, eighteen additional cents per day for each pupil in the North Carolina schools will give every Johnny a better chance to compete in a complex age and become a more productive citizen. "Eighteen cents a day," the bulletin emphasizes, "will buy Johnny better teachers and administration, better books for reading, better materials for learning, better health for studying, better transportation to school, better plant operation for cleanliness and comfort, better training for better jobs—adding up to better foundation for higher education if Johnny goes to college. *All these things will make Johnny a better citizen in a better State.*"

Through charts, graphs, and pictures the brochure points out exactly what proportion of the proposed additional eighteen cents per day will be needed for salaries, books, teaching materials, transportation and the like.

Congratulations to all those who produced this excellent brochure! The concept is clever; and the approach toward popularizing the idea among many citizens is reasonable, sound, and dramatic. The bulletin, it would seem, will serve its purpose in a commendable manner.

Maddrey Marries

George D. Maddrey, adviser in safety education, was married to Miss Marjorie A. Thomas of Norfolk, January 19.

Mrs. Maddrey is a graduate of Maury High School in Norfolk and attended the Division of the College of William and Mary in Norfolk, where she has been employed as an accountant with the A and P Construction Company.

Mr. Maddrey is a graduate of Illinois State Normal University and the New York University Center for Safety Education. For the past three years he has been an adviser in Safety Education with the State Department of Public Instruction.

Practical Nurse Training Supervisor Employed in State Department of Public Instruction

Miriam Daughtry has been employed as part-time Supervisor of Practical Nurse Training in the Division of Vocational Education of the State Department of Public Instruction, it is announced by J. Warren Smith, Director.

The program of practical nurse training began in 1947 as a feature of trade and industrial education under the direction of M. D. Thornburg, State Supervisor of Trades and Industries. Mr. Smith stated.

Miss Daughtry, Executive Secretary of the North Carolina Board of Nurse Registration and Nursing Education from 1947 to 1956, began her duties on November 26, 1956. She will assume full-time responsibility for the State Program on July 1, 1957. "She is eminently well qualified for this assignment," Mr. Smith said. She is a graduate of Meredith College, A. B. 1929; she received the R. N. degree from the Pennsylvania Hospital School of Nursing in 1936; she received a Certificate in 1937 from Woman's Hospital, New York City, following completion of the Course in Obstetrics; and will receive the Master's degree from North Carolina State College, following completion of work in the field of Guidance in June of this year.

Prior to becoming Executive Secretary of the Board of Nurse Registration and Nursing Education, Miss Daughtry was a high school teacher of general science in Kipling, N. C., for two years, 1929-31; taught history at Lillington a year in 1931-32; clinical instructor and supervisor of student nurses at Pennsylvania Hospital, Philadelphia, for six years, 1937-43; and assistant director of nursing, Baptist Hospital, Winston-Salem, for four years, 1943-47.

Programs of Practical Nurses Training are now being operated in eight different locations on the State. Under legislation recently enacted by Congress, funds have been allotted to the states for use in extending and improving their programs of practical nurse training. North Carolina is entitled to approximately \$80,000 under this Federal legislation. North Carolina's plan has been approved, according to Mr. Smith, and the proposed "expansion and extension" will move forward as rapidly as possible.

The program for out-of-school youth and adults in full-time training will cover a year of twelve months, with costs varying with localities. Usual

pattern of the program is this: 16 weeks in school for instruction in theory, techniques, etc.; and 32 weeks in an affiliating hospital, for clinical experience. In-service classes for employed practical nurses and daytime courses for high school juniors and seniors who plan to make practical nursing their vocation will be possible in some locations.

At present training is provided in the following schools:

Albemarle School of Practical Nursing, Elizabeth City; Anson County Hospital School of Practical Nursing, Wadesboro; Asheville School of Practical Nursing, St. Joseph's Hospital, Asheville; Banner Elk School of Practical Nursing, Grace Hospital, Banner Elk.

Durham School of Practical Nursing, Duke Hospital, Durham.

Raleigh School of Practical Nursing, Mary Elizabeth Hospital, Raleigh.

Wayne County Memorial Hospital School of Practical Nursing, Goldsboro.

Winston-Salem School of Practical Nursing, 725th St., N. E., Winston-Salem.

Dictionary Not Recommended

The dictionary, *Webster's New Twentieth Century Dictionary*, is not recommended for purchase by North Carolina public schools, an "Important Notice" recently released by the State School Library Advisor of the State Department of Public Instruction says.

A dictionary under the above-named title published by World Publishing Company has been offered for sale in North Carolina by a number of sales agencies, according to this notice, at a "special rate." The sales representatives claim that this dictionary is complete in every way, the "Notice" points out, and that the print is even better than the authentic unabridged dictionary now approved for schools. The "Notice" also advises schools to consult the following publications before selecting dictionaries and other books for the library:

EVALUATION OF SETS OF BOOKS FOR SCHOOL LIBRARIES, Publication No. 311, Division of Publications, State Department of Public Instruction.

LIBRARY BOOK CATALOGUE, Division of Textbooks, State Board of Education.

Bay City Experiment Successful, But— According to Superintendent and Staff

Neither the over-ambitious claims or the severe criticisms represent a true picture of the real Bay City Teacher Aide Experiment, according to the Bay City school staff who participated in the project.

The experiment, paid for by the Fund for the Advancement of Education, was carried on for four years. It has been severely criticised by some, whereas others have pointed to the experiment as a solution to teacher shortage.

But those who operated the experiment, in the words of Superintendent Paul W. Briggs, say:

"It has been successful. It is our belief that the quality of education has been maintained in the experiment at a comparable level to the general program in the Bay City public schools. We have found that it is not only possible to maintain a good program of academic achievement; but also in the less tangible area of child growth and development we have been able to attain very satisfactory results. Good aides have an active interest in children, and under proper guidance can be very helpful in creating the kind of classroom atmosphere which encourages wholesome personality development. In many cases, the aide has been able to relieve the teacher of some of the routine activities so that she may devote more time to becoming better acquainted with the individual child in the classroom.

"Our staff has developed a strong conviction that, while the teacher aide program can be successful in the crisis situation, there exists certain dangers in its promiscuous application and careless administration. They recommend that the following practices be followed in the establishment and administration of the program:

1. Carefully select quality individuals as aides.
2. Inaugurate a strong program of professional supervision.
3. Place the aide in a compatible situation with a good cooperative teacher.
4. Provide an adequate in-service training program.
5. Place the program in a room large enough to accommodate the larger class and provide sufficient additional facilities to allow increased class activities.
6. Inform the public and staff regarding the program so that it will be

properly understood and received. "The staff of the Bay City Public Schools still feel that they would prefer to have smaller classes with regular teachers than to have larger classes and teacher aides. They recognize however that the teacher shortage problem is so severe that this may not always be possible. They believe that the teacher aide program has much to offer"

University Student Makes Child Adjustment Study

An investigation among elementary school teachers in selected areas in North Carolina concerning their own attitudes and practices, and concerning school facilities and practices affecting children's adjustment is now being undertaken by Arthur O. Linskey, under the guidance of the School of Education of the University of North Carolina, and with the encouragement of the State Department of Public Instruction.

Mr. Linskey is attempting first to determine teachers' ideas about elementary school reviews and procedures. In part two, he is investigating attitudes and ideas about problems of children's behavior; and in part three, he is collecting information on teachers' experiences in covering, recording, and reporting, interpreting, and using information about each child.

The last two sections of the study pertain to teachers' experiences in helping children learn and adjust.

Teachers and schools participating in this study will not in any way be identified in the final results. Those wishing summaries of the investigation will be furnished them.

Much research that is going on in schools and departments of education throughout the country is indeed valuable; but investigation of this sort seems to have possibility of bringing teachers and administrators into the research program itself in such a vital way that everyone concerned will definitely profit. Moreover, the content of this investigation has so many possible values for teachers and administrators that whole-hearted cooperation will likely be enthusiastically given. Hats off to all those who are encouraging more and better research in the area of child-learning and child-adjustment.

School Librarians To Hold Conference at Appalachian

Instructional supervisors, library supervisors and other educational leaders are invited to participate in a *Conference on School Libraries*, April 4-6, at Appalachian State Teachers College, Boone. The Conference is jointly sponsored by the Department of Public Instruction and the Library Science Department of Appalachian State Teachers College. Conference theme is: **HOW CAN WE USE OUR SCHOOL LIBRARIES MOST EFFECTIVELY?**

This announcement was made recently by Cora Paul Bomar, School Library Consultant, State Department of Public Instruction, Raleigh, N. C.

The opening session, featuring a keynote speaker, will be Thursday evening, April 4. Friday's program will include book talks, small group discussions of the Conference theme, and demonstration clinics on many areas of library service. Saturday morning will be devoted to reviewing important ideas developed in the Friday group discussions.

Nora E. Beust, School Library Specialist in the U. S. Office of Education, and many other qualified school library consultants will participate in the Conference and will be available for individual consultation.

Winston-Salem PTA Issues Brochure

A brochure pertaining to the R. J. Reynolds PTA in Winston-Salem was distributed to all parents and teachers attending the first PTA meeting of the year.

The ten-page bulletin, printed in the Reynolds High print shop by the vocational printing class, is entitled, "Parents, Teachers, Students Working Together for Richard J. Reynolds High School." The four sections of the brochure include: "Parent-Teacher Association," "Extra-Curricular Activities," "Courses Offered for Graduation," and "College Entrance Requirements." In the last section requirements of 52 institutions of higher learning are given.

Congratulations to the R. J. Reynolds High School, its active PTA, and its vocational class in printing. This very attractive brochure, cooperatively planned and carried out, suggests a high level of interest and enthusiasm among teachers, parents, and pupils. Its usefulness in many ways is indisputable.

University Announces 1957 Summer Session

The summer session of the University of North Carolina, Chapel Hill, will be held this year: first term June 6 to July 13; and second session July 15 to August 21, it is announced by Guy B. Phillips, Director.

In addition to the Summer Institute for high school teachers of science and mathematics, other courses needed by teachers to meet certificate renewal requirements of the State Board of Education will be provided.

Costs range from \$175 to \$225 per term. A number of scholarships valued at \$100 each are available for North Carolina teachers.

A leaflet including application blank may be obtained from the Director.

Schools May Purchase Historical Pamphlets

Schools may purchase historical pamphlets from the State Department of Archives and History, at the prices specified. Kits containing copies of each pamphlet are available at \$1.00. Orders with correct amount in check or cash should be sent to D. L. Corbitt, State Department of Archives and History, Box 1881, Raleigh, N. C.

Pamphlets available are:

The North Carolina State Flag. 1942. Pp. 14. Illustrated. 10 cents.

The History of Great Seal of North Carolina. 1943. Pp. 40. Illustrated 15 cents.

Money Problems of Early Tar Heels. Pp. 14. Illustrated. 10 cents.

Tar Heel Tales. 1946. Pp. 34. Illustrated. 15 cents.

Tryon's Palace, North Carolina's First Capitol. 1945. Pp. 18. Illustrated. 10 cents.

Chart showing origin of North Carolina Counties. 1940. 10 cents.

Map of North Carolina and Early Settlers. Set to be colored. 1955. 25 cents.

The War of Regulation and the Battle of Alamance, May 16, 1771. 1949. Pp. 32. Map. Illustrated. 15 cents.

Hall of History Railroad. 1953. Pp. 12. Illustrated. 10 cents.

Guide to North Carolina Historical Highway Markers. 1956. Pp. 109. Map. Illustrated. 25 cents.

The "Zebulon B. Vance," a United States Liberty Ship. 1956. Pp. 24. Illustrated. 15 cents.

The Birthplace of Andrew Johnson. Seventeenth President of the United States. 1951. Pp. 8. Illustrated. Free.

Grant To Higher Education In South Made By Carnegie Corporation

The Southern Regional Education Board has received a grant of \$400,000 from the Carnegie Corporation of New York for the development of a research program to find out how to improve the operation of colleges and universities and for the training of personnel to do such research.

The grant, largest ever made by the Carnegie Corporation for this purpose, is to be used to develop research and training centers, seminars, and experimental programs in higher education in the South.

"The grant will be used to help Southern colleges and universities in conducting research and experimentation which will be designed to improve their academic and business operation," Dr. John E. Ivey, director of the SREB said.

"In spite of the fact that it has grown into a multi-billion dollar business, higher education has done little research on its own operations in comparison with America's vigorous and imaginative industries," Dr. Ivey said.

According to the SREB Director, some of the questions which need to be

answered in the face of tremendous enrollment increases expected during the next ten years in Southern colleges and universities include:

How can students of different aptitudes and abilities be assisted in their studies to move through their college careers more efficiently?

How can college teachers become more effective?

How can existing and projected physical plants be used more efficiently?

How can university management be made more efficient without sacrificing educational values?

The SREB will work cooperatively with colleges and universities in order to discover answers to these and other problems.

Plans call for establishing several research and training centers in the region; establishing internships in training and research; gathering data on theory and methods of research on university operations; and developing new methods of university planning and experimentation for improving instruction and research.

Survey Shows College Enrollments in 1953-54

Record enrollments of freshmen, graduate students, and all non-veteran college students are reported in a new survey by the Office of Education, Department of Health, Education and Welfare.

Data from 1,871 institutions is included in the report, "Statistics of Higher Education: Faculty, Students and Degrees, 1953-54."

The report also shows an unprecedented number of doctoral degrees granted, and increase in the number of institutions with 5-figure enrollments, and continuation of many very small colleges.

The 2,535,000 resident college students were 140,000 fewer than in the record year of 1949-50 when many military veterans were enrolled. However, the 1953-54 enrollment included a record 2,180,843 non-veterans.

One in every 74 persons in the United States was a resident college student, compared to one in 88 in 1939-40. The first Office of Education report on higher education, in 1869-70, showed a ratio of only one in 740.

In the 18-21 age category, one person in four was a resident college student. The proportion in 1939-40 was one in five, and in 1899-1900, one in twenty-five.

About half of the high school graduates from the previous year entered college in 1953-54. Twenty years earlier, 35 per cent enrolled.

One in every nine resident college students was doing graduate work, the publication notes. By contrast, the ratio was 1 in 14 in 1939-40 and 1 in 23 in 1929-30.

More doctoral degrees—nearly 9,000—were conferred in 1953-54 than ever before.

Fifty-five per cent—a new high—of the total college enrollment was in publicly controlled institutions.

Long-term trends include virtual disappearance of city and county normal training schools, and rapid growth of junior colleges from 46 listed in the 1917-18 report to 498 in 1953-54.

The publication can be obtained for 45 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

State School Facts

NORTH CAROLINA COLLEGE ENROLLMENT UP 9.2 PER CENT, 4,525 MORE STUDENTS NOW THAN YEAR AGO

28,228 in Public Institutions 25,499 in Non-Public

Enrollment in North Carolina colleges and universities continues to increase, with 4,525, 9.2 per cent, more students this year than a year ago, according to a recent study by Dr. James E. Hillman, secretary-treasurer of the North Carolina College Conference.

The study shows a total enrollment this year as of October 1, 1936, of 53,727, not including approximately 750 students enrolled in theological and Bible schools. Of this number, 28,228 were enrolled in public institutions and 25,499 in non-public, mostly church-related. A year ago, there were 49,202 students enrolled in these institutions. The increase as between public and

non-public was almost identical, 2,980 public and 2,265 non-public.

A five-year comparison shows that there are now 13,000 more students in the higher institutions of the State than in 1931-32, the lowest year since the peak of 47,071 reached in 1947-48. Yet today's enrollment is 6,656 greater than that year.

This year's enrollment divided according to sex gives 33,451 men and 20,276 women, or 62.3 per cent and 37.7 per cent respectively. By race the division is 44,927 white (83.69%), 8,579 Negro (16.0%), and Indian 221 (.4%). In this division, however, it should be noted that a few Negroes are enrolled and counted with "white" and white students are now admitted to the State's Indian institution at Pembroke.

The increase over last year is largely in the institutions for the white race—4,286 of the total 4,525 being in such institutions, or a 9.5 per cent increase. There were only 190 more students in institutions for Negroes than a year ago.

ENROLLMENT IN COLLEGES, 1947-48 TO 1956-57 (As or October of Each Year)

INSTITUTION	47-48	Year 51-52	55-56	1956-57 Men	Women
<i>I. Senior Colleges—White:</i>					
University, Chapel Hill	7,670	5,773	6,575	6,971	5,756
Satte College	5,333	3,701	4,813	5,495	5,419
Appalachian Teachers	2,112	2,392	2,357	2,505	2,454
East Carolina	1,005	1,183	1,680	1,958	1,013
Western Carolina	1,404	1,907	2,825	3,161	1,694
Total Public	18,075	15,322	19,298	21,191	14,577
Atlantic Christian	523	894	606	752	421
Belmont Abbey	175	123	350	408	408
Black Mountain***	90	35	27	20	14
Catawba	787	591	638	688	459
Davidson	979	828	845	854	853
Duke	4,890	4,631	5,180	5,219	3,604
Elon	709	622	867	1,232	972
Flora MacDonald	312	275	329	341	16
Greensboro	405	356	391	436	41
Guilford	592	475	631	781	617
High Point	820	610	884	888	596
Lenoir Rhyne	844	779	884	900	555
Meredith	578	774	628	608	0
Montreat	206	161	189	186	5
Pfeiffer	336	263	532	703	433
Queens	467	299	387	746	36
Salem	380	281	340	364	13
Wake Forest	2,000	1,763	1,755	2,187	1,714
Total Non-Public	15,103	12,940	15,823	17,026	10,757
Total	33,178	28,262	35,121	38,217	25,334

I. Senior Colleges—White:

University, Chapel Hill

Satte College

Appalachian Teachers

East Carolina

Western Carolina

Total Public

Atlantic Christian

Belmont Abbey

Black Mountain***

Catawba

Davidson

Duke

Flora MacDonald

Greensboro

Guilford

High Point

Lenoir Rhyne

Meredith

Montreat

Pfeiffer

Queens

Salem

Wake Forest

Total Non-Public

Total

• Enrollment in the Indian college increased from 123 to 221.

• More than 10,000 (10,192) students enrolled in all senior grade institutions in 1956-57 than in 1951-52, an increase of nearly 28 per cent.

Junior Colleges

• Enrollment in public junior colleges for whites increased from 389 to 1,061.

• Enrollment in non-public institutions for whites increased from 3,504 to 5,649.

• Enrollment in all junior colleges for whites increased from 3,893 to 6,710.

• In all junior colleges for Negroes (only 3), the enrollment increased from 213 to 315.

• Total junior college enrollment (including off-campus in 1951-52) increased from 4,229 to 7,025, 66.1 per cent.

Freshmen

A two-year comparison of the freshmen class shows the following:

Total:

1956-57	6,324
1954-55	5,969
Increase	355
%	5.9

From North Carolina:

1956-57	5,824
1954-55	5,294
Increase	530
%	6

From out of State:

1956-57	1,000
1954-55	675
Increase	325
%	48.1

Of the 6,324 freshmen enrolled in 1956-57 in North Carolina higher institutions as shown above, 1,000 or 15.8 per cent came from other states. Two per cent came from out of the State.

18 Per Cent Veterans

More than 18 per cent of North Carolina's enrollment in colleges and universities this year are veterans, according to a recent study by Dr. James E. Hillman, State Department of Public Instruction.

Of the 53,727 students enrolled, Hillman's study shows, there were 9,757 who had served in the armed forces and under the G. I. Bill received remuneration toward their college education. This number is 3,276, or 33.6 per cent, greater than the veterans enrolled two years ago.

Greater portion (87.4%) of this year's veteran enrollment, 8,629, are enrolled in the senior colleges. Nearly two-thirds, 65.7 per cent, are enrolled in public institutions. And 85.8 per cent are in institutions for the white race.

The following table gives these statistics for two years by several categories:

Veterans Enrolled in North Carolina Colleges

		1934-35		1936-37		Increase	
Total Colleges		1934-35		1936-37		Increase	
Public		6,481		9,757		3,276	
Non-Public		4,111		6,408		2,297	
White		2,370		3,349		979	
Public		5,370		8,177		2,807	
Non-Public		3,240		5,167		1,927	
Negro		2,130		3,010		880	
Public		1,065		1,547		482	
Non-Public		855		1,208		353	
Indian (Public)		240		339		99	
Indian (Public)		16		33		17	
Senior Colleges		5,627		8,529		2,902	
Public		3,738		5,935		2,197	
Non-Public		1,889		2,594		705	
White		4,641		7,120		2,479	
Public		2,988		4,857		1,869	
Non-Public		1,653		2,263		610	
Negro		970		1,376		406	
Public		734		1,045		311	
Non-Public		236		331		95	
Indian (Public)		16		33		17	
Junior Colleges		854		1,228		374	
Public		373		473		100	
Non-Public		481		755		274	
White		729		1,057		328	
Public		252		310		58	
Non-Public		477		747		270	
Negro		125		171		46	
Public		121		163		42	
Non-Public		4		8		4	

1936-37	22,252	22,675	44,927
Negro			
1946-47	4,786	3,138	7,924
1947-48	5,286	3,154	8,440
1948-49	5,259	3,118	8,377
1949-50	5,540	2,900	8,530
1950-51	5,948	2,868	8,816
1951-52	5,874	2,590	8,464
1952-53	5,946	2,615	8,561
1953-54	5,793	2,726	8,519
1954-55	5,265	2,681	8,226
1955-56	5,649	2,740	8,389
1956-57	5,755	2,824	8,579
Indian			
1946-47	122	131	122
1947-48	131	131	131
1948-49	116	116	116
1949-50	153	153	153
1950-51	126	126	126
1951-52	123	123	123
1952-53	122	122	122
1953-54	131	131	131
1954-55	161	161	161
1955-56	152	152	152
1956-57	221	221	221
Total			
1946-47	22,521	22,686	44,103
1947-48	24,385	22,686	47,071
1948-49	24,188	22,382	46,570
1949-50	24,413	21,936	46,349
1950-51	23,965	20,872	44,837
1951-52	21,908	18,831	40,739
1952-53	22,357	19,013	41,370
1953-54	22,982	19,929	42,911
1954-55	23,867	21,401	45,268
1955-56	25,968	23,254	49,202
1956-57	28,228	25,499	53,727

Senior Colleges

- Enrollment in both public and non-public institutions of senior grade for white students has increased within the five-year period from 1951-52 to 1956-57—public from 13,940 to 21,191, and non-public from 13,522 to 17,026.
- Total enrollment in senior colleges for white students increased from 28,462 in 1951-52 to 38,217 in 1956-57.
- Enrollment in public institutions for Negroes decreased from 5,694 to 5,484 during this five-year period, whereas in non-public schools there was an increase from 2,557 to 2,780.
- Increase in senior institutions for Negroes was only 13—from 8,251 to 8,264.

Senior Colleges

Enrollment in both public and non-public institutions of senior grade for white students has increased within the five-year period from 1951-52 to 1956-57—public from 15,322 to 21,191 and non-public from 12,940 to 17,026.

Total enrollment in senior colleges for white students increased from 28,462 in 1951-52 to 38,217 in 1956-57.

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Increases in senior institutions for Negroes was only 13—from 8,251 to 8,264.

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Scholastic Teacher Cites Ten Big Stories of 1956

Among the important education news stories of 1956 reported by *Scholastic Teacher* are the following:

1. Congressional defeat of the Federal aid-to-education bill.

2. Since the opening of the school year in September, 300,000 Negro children were admitted, with little or no violence, to formerly all-white schools, mostly in the border states. As the year ended, the United States Government took steps to enforce integration at the request of the Clinton (Tenn.) school board.

3. Outstanding appointments of the year: Lawrence G. Derthick as U. S. Commissioner of Education, replacing Samuel Brownell, who resigned to become Detroit Supt. of Schools; Finis Engleman as new executive secretary of the American Association of School Administrators; Henry Heald as president of the Ford Foundation; Robert F. Goheen as president of Princeton University.

4. Rural Library Services bill passed by Congress. It provides \$37,500,000 over a five-year period for rural libraries.

New Science Magazine Fills Teachers' Need

Science teachers looking for something their students can read, will stimulate them to think creatively, and spur them into action in a science field will find a new magazine, *Tomorrow's Scientists*, fills this need.

This magazine is three-phase—it contains: student reports or projects; articles presenting new and important discoveries in science; and an "action" section of recognition programs, letters to the editor, scientific apparatus and specimens for trade. For example, the October issue contained the following: Radar: the Secret Agent; He Chases Monarchs; Photographing the Invisible; Little Scrip—Big Business; Rag-week; the Culprit; and Listen to the Stars.

This is a publication of the Future Scientists of American Foundation, a division of the National Science Teachers Association. The subscription price is 50 cents a year and there will be six to eight issues. Minimum orders to any one address is five subscriptions at a cost of \$2.50. Orders are to be sent to: *Tomorrow's Scientists*, National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

5. President Eisenhower appoints new Committee on Education Beyond the High School and Committee for the Development of Scientists and Engineers.

6. Bay City (Mich.) hails results of its teacher aide program, but the National Education Association condemns the program as being "of dubious value" as an effective answer to the teacher shortage.

7. Publication of Volume III of THE ENGLISH LANGUAGE ARTS by the National Council of Teachers of English.

8. School enrollment continued to grow at a record pace, with the U. S. Office of Education reporting 41,500,000 Americans enrolled in public, private, and parochial schools and colleges.

9. Publication of Arnold Gesell's portrait of the adolescent: YOUTH: THE YEARS FROM TEN TO SIXTEEN.

10. Ford Foundation announces plans to take over the activities of the Fund for the Advancement of Education.

North Carolina Ranks 38th in Salaries Paid Teachers

With an average salary of \$3,291, North Carolina ranks 38th among the 48 states in the average salary paid classroom teachers this year, according to estimates by the National Education Association.

New York, the estimates of NEA show, ranks first in this respect with an average classroom salary of \$5,550. Arkansas is at the other end of the range in 48th place with an average of \$2,380.

Southern states paying their classroom teachers higher salaries than North Carolina, according to the NEA, are Alabama, \$3,366; Virginia, \$3,400; West Virginia, \$3,410; Oklahoma, \$3,700; Louisiana, \$3,875; Texas, \$3,925; and Florida, \$4,117. Classroom teachers in Maryland are paid an average of \$4,700; Missouri, \$3,780; Delaware, \$4,750; and New Jersey, \$4,880.

Ten states paying lowest salaries are: Georgia, \$3,275; South Dakota, \$3,150; Tennessee, \$3,150; Nebraska, \$3,138; South Carolina, \$3,125; Maine, \$3,025; North Dakota, \$3,000; Kentucky, \$2,800; Mississippi, \$2,442; and Arkansas, \$2,380.

Average for the United States is \$4,220.

Why Study English?

Want to get ahead in the business world? Get good marks in English!

This, in effect, is a major conclusion from a survey of 13,586 college graduates now working for General Electric. These young men and women—who came from 615 U. S. colleges and universities—were asked which college subjects "have contributed most to your present position of responsibility."

Said the non-engineers: English communication is the most important. Said the engineers: mathematics most important, English second. Mentioned by both groups as most important social science was economics.

What about the least important subjects? Foreign languages lead the list, followed by history, miscellaneous sciences, and government. —*Scholastic Teacher*.

East Carolina Seniors Doing Student Teaching

East Carolina College's program of student teaching for the winter quarter includes as participants 143 seniors, according to a report from the office of Dr. J. L. Oppelt, director of student teaching and placement at the college. The group includes 51 men and 92 women.

They are gaining practical experience as instructors in the Coates-Wahl Laboratory School on the campus, the Greenville schools, and nineteen high schools in various localities of Eastern North Carolina.

Forty-six, or approximately a third of the seniors now engaged in student teaching, are doing their work in the field of elementary education and conducting classes from the first through the eighth grades. Dr. Oppelt's report indicates. Others are teaching subjects in the high school curriculum, including industrial arts, art, business education, English, French, mathematics, science, home economics, health and physical education, music, and the social studies.

Centers where East Carolina seniors are now teaching include, in addition to the schools on the campus and in Greenville, the Ayden, Bethel, Belvoir-Falkland, Chicod, Contentnea, Farmville, Grimesland, Stokes-Pactolus, Winterville, La Grange, Kinston, Lucama, New Bern, Plymouth, Robersonville, Rock Ridge, Tarboro, Washington, and Williamston high schools.

State Board Transacts Business in January

Various items of business were transacted by the State Board of Education at its regular meeting in January.

Paul McIntyre was appointed to the board of education of Polk County to fill the unexpired term of Frank Rogers, resigned.

The Secretary was authorized to issue a call for bids and to prepare contracts on supplementary textbooks. Substitution of 1956 editions of three supplementary books and one basal book now on contract was authorized.

The Secretary was authorized to notify the Secretary of State that an application for a grant of 19.3 acres of land in Dare County should be denied because of the Board's interest in this land.

A question concerning athletics in Anson County was referred to the State Athletic Advisory Committee.

Applications for funds from the State School Plant Construction and Improvement Fund of 1953 in the total amount of \$492,058.23 were approved.

And changes in the High Point and Guilford County boundaries were approved.

New Newsletter Issued

Driver Education News will be issued early in February to all safety education teachers and to superintendents and principals who indicate an interest in receiving this publication.

It is the plan to publish such a newsletter periodically during remainder of this year, provided the materials seem useful and desirable.

Carlton Fleetwood served as editor of the first newsletter and will welcome suggestions for the contents of future issues.

The first issue of *Driver Education News* contains brief, direct answers to the following questions:

1. What is the procedure for securing learners' permits for students?
2. From whom may certificates of course completion for students be received?
3. At what educational institutions may teachers participate in driver education courses?
4. From what source may aid be had for inaugurating driver education courses?
5. What plans and activities in Raleigh would be of interest to driver education teachers and students?

Calendar of Professional Meetings, Conferences, Workshops, Institutes

February 22-27	—National Association of Secondary School Principals, Washington
Feb. 28-March 1	—Third Annual Conference on Handicapped Children, Chapel Hill
March 1-2	—Annual Meeting North Carolina Vocational Guidance Association, Woman's College, Greensboro
March 12-15	—National Council of State Consultants in Elementary Education, St. Louis
March 17-21	—Association for Supervision and Curriculum Development, St. Louis
March 19-22	—Department of Elementary Principals, NEA, Cincinnati
March 21-23	—North Carolina Education Association, Wilmington
March 30	—F. H. A. Convention, Memorial Auditorium, Raleigh
April 2-5	—Southern District Meeting, AAHPER, Asheville
April 4-6	—Conference on School Libraries, Boone
April 6	—N. H. A. Convention, A. and T. College, Greensboro
April 13	—State ACE Meeting, Asheville
April 15-18	—American Personnel and Guidance Association, Detroit
April 21-26	—Association for Childhood Education International, Los Angeles
June 3-7	—N. C. Annual Conference of Teachers of Agriculture, Carolina Beach
August 13-16	—Superintendents' Conference, Mars Hill

University Announces Summer Institute for Teachers of Science and Mathematics

A Summer Institute for high school teachers of science and mathematics, June 6 to July 17, has been announced by the University of North Carolina, Chapel Hill.

The Institute is sponsored and financed by the National Science Foundation. Co-directors of the Institute are Edward A. Cameron, professor of mathematics, and Victor A. Greulich, professor of botany. The grant provides generous financial assistance to 75 participants, totaling \$450 to \$890 each.

The program will be conducted by able scientists who also have the interest and skill to interpret their subjects to high school teachers. The core of the program will consist of six courses, one in each of the subjects of botany, chemistry, physics, and zoology, and two in mathematics. Each member of the Institute will be expected to take two of these courses, with three semester hours credit for each course.

For further information and application blanks, write to Institute of Natural Science, University of North Carolina, Box 1268, Chapel Hill, N. C.

Geographic Bulletins Aid Social Science Teachers

The first issue of the *Geographic School Bulletins* for the 1956-57 school year will be in subscriber's hands on Monday, October 1, and each Monday thereafter for 30 weeks with the exception of the Christmas and Easter holidays, according to a recent announcement.

Projected for the coming school year's *Bulletins* are illustrated articles on an array of subjects.

Any teacher, librarian, educational worker, student, or parent may subscribe. *Teachers may obtain subscriptions for all members in their classes, if desired, but in such cases the copies must be mailed in bulk to one address.*

The *Bulletins* may be obtained by writing the School Service Division, National Geographic Society, Washington 6, D. C. Domestic Subscription rate is seventy-five cents for the thirty issues, October 1, 1956, to May 13, 1957.

Number College Freshmen Same As Last Year Fewer From Other States; More From This State

The number of freshmen enrolled in institutions of higher education in North Carolina this year is about the same as the number a year ago, according to a survey of college enrollments as of October for 1955-56 and 1956-57.

Last October, the survey shows, there were 17,404 freshmen enrolled in all institutions of college grade, both public and non-public, and both junior and senior. The year before, the number enrolled in such institutions was 17,453; and the figures in all groups except Indian were approximately identical for the two years 1955-56 and 1956-57. Due to the admission of white students, there was an increase in the number of freshmen at the Indian college.

A breakdown of these enrollments for these two years shows that the number of freshmen from within the State increased by 277, whereas there was a decrease of 326 in the number from other states. This increase from within the State was largely in white non-public senior colleges, an increase of 411. The number of freshmen from within the State actually decreased in public schools, from 7,193 to 6,995—198 in the case of institutions largely white and 45 in the case of institutions for Negroes.

This increase in college freshmen from within the State occurred largely

Supts. and Principals Hold Joint Luncheon

A joint luncheon for superintendents and principals will be held in Wilmington at the New Hanover High School Cafeteria Friday noon, March 22. It is announced by Mildred Mooneyhan, Secretary-treasurer of the Division of Principals of the North Carolina Education, which is meeting in Wilmington March 21-23.

Tickets are \$1.50 each and must be ordered in advance from Miss Mooneyhan, whose address is Box 485, Chapel Hill. Deadline for filling mail orders is March 15, and no tickets will be sold at the Convention.

in non-public senior institutions for the white race. Very little change took place in State freshmen enrollments in junior colleges.

The decrease in freshmen from out-of-the-State occurred largely in non-public senior institutions for white students. There was some decrease, however, in freshmen enrollments in Negro public institutions of senior grade and white non-public institutions of junior grade.

The accompanying table shows freshmen enrollments in various groups for three years:

**Freshmen Enrolled in North Carolina Colleges,
1954-55, 1955-56, and 1956-57**

Group	Total Freshmen			N. C. Freshmen			Out-of-State Freshmen		
	54-55	55-56	56-57	54-55	55-56	56-57	54-55	55-56	56-57
Total Colleges	15,993	17,453	17,404	12,693	13,182	13,459	3,300	4,271	3,945
Public	8,219	8,607	8,420	7,114	7,193	6,995	1,105	1,414	1,425
Non-Public	7,774	8,846	8,984	5,579	5,989	6,464	2,195	2,857	2,520
White	12,903	14,436	14,396	10,275	10,910	11,158	2,628	3,526	3,238
Public	5,969	6,457	6,324	5,294	5,522	5,324	675	935	1,000
Non-Public	6,934	7,979	8,072	4,981	5,388	5,834	1,953	2,591	2,238
Negro	3,921	2,961	2,907	2,249	2,216	2,200	672	745	707
Public	2,181	2,094	1,995	1,751	1,615	1,570	430	479	225
Non-Public	840	867	912	598	601	630	242	266	282
Indian (Public)	69	56	101	69	56	101	0	0	0
Senior Colleges	12,663	13,166	13,197	9,548	9,757	10,007	2,715	3,412	3,197
Public	7,676	7,916	7,687	6,578	6,508	6,333	1,098	1,408	1,354
Non-Public	4,987	5,250	5,510	3,370	3,246	3,667	1,617	2,004	1,843
White	9,701	10,343	10,379	7,653	7,663	7,855	2,048	2,680	2,524
Public	5,541	5,945	5,756	4,871	5,014	4,795	670	931	961
Non-Public	4,160	4,398	4,623	2,782	2,649	3,060	1,378	1,749	1,563
Negro	2,893	2,767	2,717	2,226	2,035	2,044	667	732	673
Public	2,066	1,915	1,830	1,638	1,438	1,437	428	477	393
Non-Public	827	852	887	588	597	607	239	255	280
Indian (Public)	69	56	101	69	56	101	0	0	0
Junior Colleges	3,330	4,287	4,207	2,745	3,428	3,459	585	859	748
Public	543	691	733	536	685	662	7	6	71
Non-Public	2,787	3,596	3,474	2,209	2,743	2,797	578	853	677
White	3,202	4,093	4,017	2,622	3,247	3,303	580	846	714
Public	428	512	568	423	508	529	5	4	39
Non-Public	2,774	3,581	3,449	2,199	2,739	2,774	575	842	675
Negro	128	194	180	123	181	156	5	13	34
Public	114	179	165	113	177	152	2	12	32
Non-Public	13	15	25	10	4	23	3	11	2

Pfeiffer Prepares Teachers

Pfeiffer College will make a significant contribution to the supply of North Carolina teachers in its first year of operation as a four-year senior college, according to a recent report by Dr. Cameron West, head of the Pfeiffer College Department of Education.

The report which was made in response to a request for information by the State Department of Public Instruction reveals that 33 graduating seniors will be eligible for certification as either elementary or secondary school teachers in North Carolina. Twenty-seven of these students will be certified to teach in the secondary schools.

Six students are graduating who will be certified to teach in the elementary school. This number, according to Dr. West, should increase rapidly during the next few years due to the adoption of a new program leading to the B. S. degree in Elementary Education.

Electronics Industry Seeks 10,000 College Graduates

The electronics industry in 1957 would like to hire 10,000 college graduates with engineering degrees. However, only 4,000 new graduates will be available reports Electronics, McGraw-Hill publication.

Electronics, is not alone in its misery. Industry and government on the whole need about 80,000 engineers, 58,000 of them graduates with bachelor degrees. This year there will only be about 56,000 available, 34,000 of them with bachelor degrees.

The National Science Foundation estimates that there will be an increase of 50,000 new engineering jobs in each of the next five years, plus replacement requirements of 12,000 to 15,000 a year. This would mean a required U. S. engineer population of more than 800,000 in 1962, compared with about 500,000 now employed.

Average pay for new graduate engineers jumped from \$390 a month last year to \$450 a month this year. The pay varies depending upon the branch of engineering the man chooses. Electrical and chemical engineers stand at the top of the class salary-wise.

Companies generally have increased their formal recruiting visits from one to two a year. Last year one school had 800 visits from company representatives seeking graduates.

U. S. Student Travel Pattern to Europe Changing

Europe-bound students from the Mid-West, South and West showed a gain of 19% during the past three years, boosting their representation to 57% of all U. S. students traveling abroad under the auspices of the Council on Student Travel, a non-profit organization. A Council survey shows that last summer only 43% of the 7,000 boys and girls booking passage through the Council came from the North-East, while the other regions of the country supplied 57%. Three years ago only 38% came from regions other than the North-East.

The 42 member agencies of the Council conduct international educational travel programs in Europe, Africa, Asia, North and South America. The Council provides trans-Atlantic transportation for students and teachers, TRIP — a shipboard Traveler's Recreation-Information Program, and tour information on international travel.

Duke Offers Scholarships to Public School Teachers

Forty special scholarships of \$125.00 each will be available for high school and elementary teachers for the Summer Session of 1957, according to a recent announcement.

All applications for scholarships with supporting documents must be submitted by April 1, 1957, to the Director of the Summer Session, Duke University, Durham, N. C. Appointments will be made by May 1, 1957.

Special programs for teachers will be provided: (1) in science and mathematics, (2) in Asiatic studies, (3) in Romance language. Also various courses in regular academic departments—English, history and sociology—will be available.

Special short-term courses in Education, designed to meet the needs and interests of school administrators, supervisors and teachers will also be given as follows:

The Junior High School Curriculum (June 12-29) by Visiting Professor David B. Austin, Science in the Elementary School (June 12-29) by Professor Thomas D. Reynolds, Principles of Administration (July 1-17) by Professor Allan S. Hurlburt, and the Curriculum and Materials of the Elementary Grades (July 19-August 6) by Professor Allan S. Hurlburt.

Co-Chairmen Hurlburt and Mulholland Call Second Administrator-Teaching Conference

The Second conference of the Coordinated Statewide Study of Educational Administration, sponsored by the Kellogg Foundation, has been scheduled for Monday and Tuesday, March 4 and 5, in Chapel Hill, according to co-chairmen of the Kellogg project, Allan S. Hurlburt and Vester M. Mulholland. The theme chosen for the Conference is "Better Teaching in School Administration." This theme will be developed through panels, lectures, and small-group meetings.

Dr. Hollis Moore, consultant for the division of school administrators in the National Education Association, has been invited to give the keynote address of the conference and to point ways to future activities in North Carolina at the evaluation session at the end of the meeting. Dr. Moore's topic will be "New Approaches to the Teaching of School Administration."

A panel has been arranged for discussing the proposed program of administrator-certification. This panel will be followed by small-group discussions on suggested ways whereby

the colleges can organize their programs to carry out the projected certification provisions.

During the conference institutions participating in the coordinated Kellogg project will report on activities in their respective institutions. A special project being undertaken by the Charlotte City Schools in the area of orientation for prospective administrators will also be discussed. New Teaching Techniques in North Carolina Colleges in the area of school administration will be discussed during one of the meetings.

Selected superintendents, principals, and supervisors will join the six representatives from each of the six institutions of higher learning and the State Department of Public Instruction who are participating in the project.

Anyone desiring further details concerning the March conference may write to Dr. Allan S. Hurlburt, Department of Education, Duke University, or to Dr. V. M. Mulholland, Director Research and Statistics, State Department Public Instruction, Raleigh.

Shortage of Science People Is Credit to Education Not A Criticism

The acute shortage of good science personnel is not a criticism of American Education. Serious shortages of trained science and mathematics personnel is an indication of the "startling success" of public education, so says a report of the Subcommittee on Research and Development of the Joint Committee on Atomic Energy.

This report indicates overwhelmingly that schools have done an excellent job in preparing skilled talent for the needs of science. But it is pointed out by Mr. John R. Mayor, Director of Science Teaching Improvement program for the American Association for the Advancement of Science that rapid technological growth prompts the need for focusing new attention to Science and Mathematics education if we are to continue to supply these people. Mr. Mayor has issued a plea that schools include in their chapel programs speakers who have scientific backgrounds that they might inform students of the many advantages of a science education.

College-Age Population To Increase Rapidly

For the nation as a whole, the number of persons of college age on July 1, 1955, was at its lowest point in 25 years. So says the Bureau of the Census in a release dated February 20, 1956.

On that date, the Bureau states, there were roughly 15.1 million persons 18 to 24 years old, compared with 16.0 million in 1950, 16.6 million in 1940, and 15.5 million in 1930. This group has been declining slowly from its 1943-44 peak of about 16.9 million.

For the remainder of this decade, small annual gains will be registered, the Bureau forecasts. And between 1960 and 1965 the group will grow quite rapidly, gaining on an average about 4 per cent per year during the period. By 1965, persons of college age will number one-third more than in 1955. And by 1973, it will be larger than in 1955 by an estimated 75 per cent.

"Roughly speaking," the release states, "for every four persons now of college age, there will be three additional persons by 1973."

Educators May Compete in Travel Contest

"WINGS OVER THE PACIFIC," a contest open to active educators in elementary and secondary public, private and parochial schools throughout the United States, was announced recently by the educational newsweekly, *Scholastic Teacher*.

The competition will award three first-class all-expense round trips to the north Pacific area via Pan American World Airways. The first prize winner will receive a round trip via Pan Am's Rainbow flight to Japan and Hongkong. The second award winner will receive a Pan Am. Rainbow round trip to Japan while the third prize winner will visit Hawaii also via Pan Am. Side trips to major cities as a guest of the Japan Tourist Association will include Tokyo, Kyoto, Nikko, Hakone and Nara and will cover all costs for first class hotel accommodations, meals, transportation for sight-seeing and gratuities. First prize winner also spends one week in Hongkong. Third prize winner will stay a week in Hawaii.

WINGS OVER THE PACIFIC requires contestants to submit entries from 250 to 750 words (a letter, statement or essay), stating why they want to make a northern Pacific trip. Judging will be based not so much upon literary excellence as upon how well entrants analyze the meaning of such a journey in terms of their background as teachers and educators. Contestants need not be subscribers to *Scholastic Magazines* but must be active educators (teachers, school librarians, curriculum specialists, principals, superintendents).

Closing date of the competition is March 15, 1957. Winners will be announced in May, 1957. Full details and list of judges appeared in the January 18, 1957, issue of *Scholastic Teacher*.

Libraries May Get Book on City of Raleigh

A paper-back booklet on "Raleigh, Capital of North Carolina" is available from the State Department of Public Instruction.

This booklet, prepared in 1942 by the Writers' Program of the Work Projects Administration in the State of North Carolina, may be obtained by school libraries and teachers as long as the supply lasts. Make request to L. H. Jobe, Division of Publications, State Department of Public Instruction, Raleigh, N. C.

British Summer Schools Open To Americans

Summer study at British universities is open to American students in 1957, according to an announcement made recently by the Institute of International Education, 1 East 67th Street, New York City.

Six-week courses will be offered at Oxford, at Stratford-on-Avon, and at the capital cities in London and Edinburgh.

A limited number of scholarships will be available to American students. Two full scholarships are reserved for graduate students. Award and admission application forms may be secured from the Institute of International Education in New York City or from its regional offices in Chicago, Denver, Houston, San Francisco and Washington.

Closing date for scholarship applications is March 1, 1957; for regular applications, March 30, 1957.

Appalachian Conducts Evaluation Program

Appalachian State Teachers College, through the staff members of its Department of Education, is conducting this year an evaluative study of the institution's instructional program for the training of public school administrators at the graduate level.

The study is being made under the direction of Ben H. Horton, Jr., Director Student Teaching Office, assisted by Drs. Mildred Swearingen, Ernest Cason, Herman Frick, and William L. Leep, as consultants.

The study is concerned with the problems of principals who graduated at ASTC and who are in their first, second, or third year as principal in the public schools. Teachers and superintendents are included in the effort to identify problems. It is the purpose of the institution to provide some assistance in the solution of the problems found and to revise its own curriculum in the light of the problems so identified.

Administrative units cooperating in the project are: Albemarle, Concord, Hickory, Lenoir, Statesville and Wadesboro city units; and Alexander, Carteret, Catawba, Cleveland, Durham, Granville, Iredell, McDowell, Robeson, Rutherford, Surry, Union, and Watauga county units.

East Carolina Enrolls 2,449 in Teacher Education

Approximately 70 per cent of the 3,502 East Carolina students enrolled this year, or 2,449 men and women, registered for work leading toward degrees in teacher education, according to a report recently released by Orval L. Phillips, Registrar. This group includes 709 students who are specializing in elementary education, the largest number ever to enroll in this curriculum within a similar period at the college. Twenty of those taking elementary education are men.

Other students, classified according to the type of work which they are taking, include 593 candidates for the liberal arts degree; five candidates for the bachelor of music degree; 172 enrolled in pre-professional courses in such areas as dentistry, medicine, law, engineering, and nursing; 185 in the two-year business course; and 98 unclassified students.

Extraclass Activities Help Students Select Careers

School club activities in aviation, photography, and radio help many talented youth to select careers in scientific and technological fields in which there are national manpower shortages, a new publication of the Office of Education, Department of Health, Education, and Welfare, points out.

Entitled "Extraclass Activities in Aviation, Photography, and Radio for Secondary School Pupils," the 48-page publication discusses high school aeronautic, model airplane, camera, amateur radio, electronic, and hi-fi clubs, photographic competitions, and other activities outside regular class sessions.

Participants in extraclass activities often generate interest that spreads to their regular studies. Their enthusiasm frequently has a wholesome effect on classmates, too, the bulletin asserts.

Such pursuits may help improve personalities. The shy youth, for instance, may blossom out impressively when he becomes involved in one of these activities in which he is deeply interested and has considerable ability. The new publication describes how communities in many States are conducting these activities.

Copies at 25 cents each may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

The Attorney General Rules . . .

Authority of State Board of Education to Change Boundary Lines of City Administrative Unit; Effect on Supplemental Tax

In reply to inquiry: In your letter of May 15, you state that..... City Board of Education and the..... County Board of Education are considering the consolidation of the high school departments of..... and..... colored schools. You further state that a site for the consolidated school has been proposed just across the line of the..... District and within the limits of the..... District. If this site should be selected, both Boards are willing to recommend that the site of the new building be removed from the..... City Administrative Unit and added to the..... County Administrative Unit, thus placing the control of the new school in the..... County Board of Education. You state that the Boards are confronted with the question of what, if any, effect such a change in boundary lines would have upon the local tax heretofore voted in the..... Administrative Unit.

Subsection 3 of Section 1, Article 14, of the 1955 School Law, now codified as G. S. 115-116(3), provides that an election may be called for the purpose of enlarging a city administrative unit and the authorization of the levy in the territory newly incorporated of a special tax of the same rate as that voted in the adjoining administrative unit with which such territory is to be consolidated. The machinery for the calling and conducting of such an election is set out in Article 14 in the new School Law. In the case of *SPARKMAN v COMMISSIONERS*, 187 N. C. 241, our Supreme court held that if nontax territory is consolidated with a special school tax district, the special tax theretofore authorized may no longer be levied and collected because the addition of nontax territory to the district actually amounts to the creation of a new district in which the special tax has not been voted. Your question is rather the converse of the foregoing situation.

The statute now codified as G. S. 115-11(11), enacted as Article 2, Section 2, of the new School Law, authorized the State Board of Education in its discretion to alter the boundaries of any city administrative unit when in its opinion such change is desirable for better educational advantages or better

school administration. This subsection contains the following express proviso: "Provided, that such change in administration shall not have the effect of abolishing any special taxes that may have been voted in such unit." From the foregoing, it is the view of this office that the State Board of Education has the authority in its discretion to alter the boundary lines of the..... City Administrative Unit to the extent of excluding the property on which will be located the proposed new consolidated school. Very likely, the State Board would not take such action unless requested to do so by resolutions from both the..... County Board of Education and the..... City Board of Education. The property excluded would become nontaxable when conveyed to the County Board of Education and would result in no greater loss of tax revenue to the..... City Administrative Unit than if title were taken in the name of the City Board of Education. Under the provisions of G. S. 115-125, the new school would have to be operated by the administrative unit within whose boundaries the property is located.

—Attorney General, May 16, 1956.

"Heigh-Ho—Spelling by Rule"

When I was in school and I learned
how to spell,
They taught me a rule, I remember
quite well;
Put "i" before "e" — so I learned
when a brat
Except after "c", it's as simple as
that.
When memory gets muddy, I think
in this vien,
For spelling's a study where scieince
should reign.
And when deficeint have siezures of
doubt
This rule is sufficeint to straighten
them out.
So why need one labor to reach
the height
Or invigle a nighbor to set him
aright,
When this anceint rhyme will his
critics inviegh
And never a crime on his conscience
need wiegh.
But while I'm proficeint
At spelling, I've feared
Though the rule is efficeint
The words do look wierd.

—Hoosier School Board Journal,
Indiana, January, 1956.

Liability of Board of Education for Street Improvement Assessments

In reply to inquiry: With your letter of November 16 you enclosed a copy of a letter from....., Superintendent of the..... Public Schools in which he writes: "The..... Board of Education has asked me to investigate the question of whether or not a local school can legally pay paving assessments levied by the city. If such assessment payment is legal, would it not come from capital outlay funds through the County Commissioners as all capital outlay funds come at present?"

Article 9, Chapter 160 of the General Statutes sets out the procedure for local improvements, such as street paving, by municipalities. G. S. 160-91 provides that the property owner shall have the option of paying for the improvements in cash or he may have the option of paying the assessments in not less than five nor more than ten equal annual installments. Such installments shall bear interest at the rate of 6% per annum from the date of the confirmation of the assessment roll.

In the case of *RALEIGH v PUBLIC SCHOOL SYSTEM*, 223 NC 316, our Supreme Court held that while Article V, Section 5 of the State Constitution provides that property belonging to the State or to municipal corporations shall be exempt from taxation, assessments on school property for special benefits thereto, caused by the improvement of the street on which it abuts, are not embraced within the prohibition. In that case, the City of Raleigh had levied certain paving assessments against certain city school property, the assessments to be payable in ten equal annual installments bearing interest at the rate of 6% per annum.

By Authority of the foregoing decision of our Supreme Court it will be seen that the city does have authority to levy paving assessments against school property. In order to be legal in any particular case, the assessments must have been made in conformity with the provisions of Article 9, Chapter 160 of the General Statutes.

As to whether the annual installment of principal and interest of paying assessments should be included in the current expense budget or in the capital outlay budget, Article 9, Section 1 of the 1955 School Law now codified as G. S. 115-78, is not entirely

(Continued on page sixteen)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, February, 1952)
Superintendent of City Schools Jesse O. Sanderson Thursday reported a City (Raleigh) School Board meeting Wednesday afternoon approved final plans for a 14-room elementary school on Ridge Road.

Twelve motion picture films in a series known as "Great Americans" have been presented to the city (Greensboro) school system by Greensboro Industries, Inc.

Ben F. Simpson, superintendent of the Fremont City Schools, died Sunday, January 6 at Troy, N. C.

Ten Years Ago

(N. C. Public School Bulletin, February, 1947)

H. A. Wood, supervisor of Guidance Training and Placement for the Rehabilitation Division, State Department of Public Instruction, was named executive secretary of the North Carolina State Commission for the Blind, effective February 1, 1947.

An educational symposium on the shortage of white teachers was held in Raleigh, January 21.

The Cumberland County school system consists of a total of 53 schools: 19 white, 33 colored, and one Indian, with a total enrollment to date of 10,650 students.

Fifteen Years Ago

(N. C. Public School Bulletin, February, 1942)

The Twelve Year Program study, which has been in process for the past several months by committees appointed in accordance with the law, has now been issued in mimeograph form as an experimental edition.

M. D. Billings, superintendent of Macon County Schools for twenty-five years, died suddenly at his home at Franklin, North Carolina on January 9.

All the school children and teachers of Duplin have bought either Defense Stamps or Bonds, a total of \$12,000, it is reported by Superintendent O. P. Johnson.

Twenty Years Ago

(N. C. Public School Bulletin, February, 1937)

The State lost one of its outstanding educators in the death of Superintendent T. Wingate Andrews of the High Point City Schools.

The February, 1937, Letter to School Libraries, issued by our School Library Adviser, Mrs. Mary P. Douglas, includes a five-page list of information on certain items which libraries should be familiar.

We Recommend

that greater inducements of all kinds be offered to attract and retain enough good teachers, and that during the coming decade of teacher shortages, every effort be made to utilize the services of available teachers more effectively. Practical steps must be taken to change the concept of teaching as an impoverished occupation. Teaching must be made a financially comfortable profession. Every effort must be made to devise ways to reward teachers according to their ability without opening the school door to unfair personnel practices. Present salary schedules have the effect of discouraging many able people from entering the profession. Teacher preparation programs have the reputation of requiring needless and repetitious courses. This reputation has the effect of deterring brilliant young people from becoming teachers. Salary schedules and preparation courses should be reexamined and changed where necessary to make the teaching profession more attractive to the most able young men and women. This Committee believes that the next decade and possibly two decades will be emergency periods during which the teacher shortage will grow more acute, but that there is ample reason to hope for sufficient supplies of good teachers in the long run. —*White House Conference on Education.*

Liability of Board of Education for Street Improvement Assessments

(Continued from page fifteen)

clear. As a part of the current expense fund is listed the cost of repairs to buildings and grounds. Under the capital outlay fund is listed "improvement of new school grounds" and "cost of additional sites and improvements of grounds, alterations and additions to existing buildings". The question is a close one but I am inclined to agree with Dr. _____ that the item should probably be included in the capital outlay budget rather than in the current expense budget. —Attorney General, November 20, 1956.

Learning is wealth to the poor, an honor to the rich, an aid to the young, and support and comfort to the aged and lonely.

MAKING TODAY'S NEWS

Chatham, Mrs. H. L. Jordon, Chairman of the Chatham County Chapter of the North Carolina Association for Retarded Children, Inc., has announced that plans have been made for a conference between Dr. Charles F. Carroll, State Superintendent of Public Instruction, and representatives of the Association. *Chatham Record*, January 4.

Wake. A survey failed to disclose signs of any organized opposition to the proposed \$6,500,000 Wake school bond issue, but supporters of the public schools aren't taking any chances. *Raleigh News and Observer*, January 13.

Chapel Hill. A plan of study for meeting the Supreme Court racial integration edict in the local schools has been presented to the Chapel Hill School Board and its Citizens Advisory Committee by the Inter-racial Fellowship for Schools. *Greensboro News*, January 12.

Davidson. Davidson County ranks at the top of the 100 North Carolina counties in its school bus transportation according to cost per regular bus operated, reports Superintendent Paul F. Evans of the county school system. —*Lexington Dispatch*, January 10.

Iredell. S. H. Helton, county schools superintendent, and E. T. Lozenby, Jr., school transportation supervisor, will go to Raleigh Monday to confer with officials of the State Division of Transportation. They hope to get an additional school bus under the county's allotment to relieve overcrowding. —*Statesville Record*, January 12.

Yadkin. Fire destroyed the gymnasium at the West Yadkin high school near here (Yadkinville) late Tuesday night but firemen were able to keep the flames from spreading to the school. —*Raleigh Times*, January 20.

Wake. The Wake County Education Board yesterday passed a resolution petitioning the County Commissioners for \$200,000 within 45 days for school buildings. *Raleigh News and Observer*, February 5.

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NORTH
CAROLINA

PUBLIC SCHOOL

BULLETIN

March, 1957

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 7

Teachers May Take Correspondence and Television Courses

Teachers holding A grade certificates or lower may renew or raise them by taking correspondence courses or television courses from the University of North Carolina, according to a recent announcement.

Any six hours of non-duplicating work will renew certificates not based on a graduate degree. Registration for these courses may be completed by mail at any time.

Copies of the Correspondence Instruction Catalogue have been sent to superintendents and principals, and are available upon request from the Bureau of Correspondence Instruction, Box 1050, Chapel Hill, North Carolina.

Educational Television Courses carrying college credit are presented periodically over Station WUNC-TV, Channel 4, usually on Tuesday and Thursday evenings. This spring a course in Elementary German carrying three semester hours' undergraduate degree credit will be offered. For information about current and future television courses, write to: Television Courses, Box 1050, Chapel Hill, North Carolina. Look for announcements from Greensboro and Raleigh about additional courses.

Bomar Attends Meeting of ALA In Chicago

Cora Paul Bomar, State School Library Adviser for the Department of Public Instruction, spent the week of January 28-February 1 in Chicago, attending the midwinter meeting of the American Library Association.

During this national conference, sessions were also arranged for the Association of State Library Supervisors, of which Miss Bomar is chairman. Discussions in this meeting centered around two topics: the library as a materials center, and the feasibility of the Office of Education doing an official nationwide study of school library services.

Commissioner Derthick Believes in Teaching 3 R's, History, Science, Literature and To Think

U. S. Commissioner of Education Lawrence G. Derthick believes that students should still be taught the three "R's." But second to that belief is the conviction that schools have the duty of teaching students to think "within a democratic framework."

The former Chattanooga, Tenn., superintendent of schools set forth those views in an interview with Associated Press correspondent Herman Allen.

"I believe in the old-fashioned three R's, taught by the best method, old and new," the Commissioner is quoted. He added: "Our youth must be well-grounded, too, in the essentials of history, science, and literature."

But says Dr. Derthick: "These things by themselves are not enough. Our youth must be taught how to think. We can't teach a child the answers to questions today because the answers will be different tomorrow."

Further emphasizing education's role in a changing world, Dr. Derthick said students must be taught to "find the answers—to analyze, to sift the truth from the false—so that they can reach sound conclusions tomorrow whatever the problem may be.

"And this must be taught within the framework of democratic principles. If our youth are well-grounded in these principles and understand how they have operated in the lives of brave men before us, they will cherish them beyond price."

Commissioner Derthick's reply to critics who claim today's schools are inferior to those of the past is: "The modern school is as superior to the little red school house as the modern automobile is to the Model T Ford."

Furthermore, he asserts that today's teachers are far superior to those of the "so-called good old days."

Discussing the role of the U. S. Office of Education under his stewardship the Commissioner said:

"Within the limits that the Office of Education should have, I hope we can touch the teacher at the grass roots level, and the college professor in his classroom, with such help as we can offer—and at the same time draw on them for inspiration."

His view of the Federal government's role in education is that "it should exercise leadership but not domination; assistance but not interference."

Dr. Derthick is already on record "as hopeful that Federal aid for school construction will be enacted quickly and harmoniously" under a plan "designed to encourage increased financial effort by local communities and states."—*Edpress News Letter*.

Article in Cabarrus Paper Cites School Bus Dangers

Dangers in passing school buses by the motoring public were cited in a recent article by Bill Workman, staff writer, in *The Daily Independent*, Cabarrus County newspaper published in Kannapolis.

The law which requires all motorists to come to a full stop when school buses have stopped to load or unload passengers is frequently violated in Cabarrus and southern Rowan Counties, the article points out. Many motorist don't seem to know, or forget, about the law. Dual lanes are especially dangerous in that motorists don't realize that the law requires them to stop, even though they are travelling in the opposite direction of the school bus, and remain stopped until the bus flag is lowered and begins moving.

A case is cited concerning a motorist who started to pass a stopped bus, but by using his brakes did stop his car just short of killing two panicky children. When confronted by a highway patrolman, he gave the explanation: "I just had my mind on something else."

Superintendent Carroll Says...

- Good schools do not come by mere chance, but by design, careful planning, foresight and courage.
- We should pay for the education of the child rather than the ignorance of the man.
- Education of our 1,025,000 children is a large operation and ultimately determines the fate of the State and Nation.
- The State Board of Education has recommended that the State's investment in public education be raised to \$165 per child.
- The present investment of \$135 is far from adequate in a day when excellence in education has to be purchased in a competitive market.
- If anyone should question the wisdom or the ability of the State to afford \$165 per child, he should be reminded that no state has ever become bankrupt because of its investment in education.
- No one individual acts alone in designing the future of the State's educational program.
- Members of the General Assembly, members of the State Board of Education, professional educators, members of interested organizations and agencies, and parents must all join together in improving North Carolina's educational opportunities for her children.
- "The equal right of every child born on earth to have the opportunity to burgeon out all that is within him" cannot be provided without good teachers, and good teachers cannot be employed without good salaries, nor can good teachers do a good job without adequate supplies, equipment, and instructional materials.

—(Excerpts from recent statements)

The U. S. Census Bureau shows the lifetime earnings of a person of eighth grade educational level as \$116,000; some high school, \$135,000; high school graduate, \$164,000; some college, \$190,000; and college graduates, \$263,000.

What greater or better gift can we offer the republic than to teach and instruct our youth. —Cicero.

In the whole range of scientific and technological activities there is no substitute for a first-rate man. Ten second rate men can't replace him.—James Bryant Conant, former president of Harvard University.

It is impossible to stand still in public education. You either advance or you retreat. Because of the booming enrollment in the schools, it will take millions of dollars in additional funds just to maintain our present standards.—Dallas Harring, member N. C. State Board of Education.

By allowing the opportunity for higher education to depend so largely on the individual's economic status, we are not only denying to millions of young people the chance in life to which they are entitled; we are also depriving the Nation of a vast amount of potential leadership and potential social competence which it sorely needs. — President's Commission on Higher Education, 1947.

The increase of teachers' salaries has made it possible to secure teachers more easily and to develop an upgrading in the preparation of new applicants and those teachers in service.—Byron F. Stetler, State Superintendent of Public Instruction, Nevada.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction

EDITORIAL BOARD
L. H. JOBE, J. E. MILLER
V. M. MULHOLLAND

Vol. XXI, No. 7

March, 1957

Keen Disappointment

The fact that the Governor and the Advisory Budget Commission recommended less than a 10 per cent increase in salaries was a keen disappointment to the teachers of the State. In the face of an estimated large credit balance in the General Fund at the close of the fiscal year, in the face of continued good business conditions, and in the face of the fact that no increase had been made since 1953 — the teachers were led to believe that the least recommendation would be what had been requested by the State Board of Education.

To give only 9.1 per cent increase to the teachers will not encourage many additional young people to choose the profession as their life work, and to spend four years in college taking preparation to that end. We heard recently that one girl, after two years in college, had already changed her courses from the teaching profession to business education. There will perhaps be others when they realize that they may secure greater compensation for their services.

Not in Textbooks

Teachers have a much bigger job than teaching the 3 R's and the other subjects of the curriculum. Not thinking, many people attempt to judge a teacher by what little Johnny gets out of the textbook. True, this is a part of a teacher's responsibility. But there are many other things the teacher tries to give his children which are not found in textbooks.

Falcon O. Baker, writing in *Red Book* for January (See article elsewhere in this issue), found out some of these other things which were being taught to his little Eddie. A recent article in *Curriculum and Materials*, issued by the board of education, City of New York, lists other performances by the com-

Then, too, those teachers now in the profession know that they can't depend upon all local communities to make up the difference because of the unequal taxable wealth in the various taxing units. They know, too, that this spreading of the difference will be a return to a greater inequality among the opportunities of education; and that, in the long run, the children of the State and the State itself will be the losers. How can we improve our public schools, they say, if we, by our niggardly salaries, attract only the mediocre talent into the classrooms? How can we be expected to spend four years in college taking special training for the important work of educating the State's youth and then be paid less than is paid a member of the labor force? How can we believe so strongly in education and the importance of our work when we are not paid in accordance with that importance? These questions are real to the teacher and to the prospective teacher?

posite ideal teacher in helping develop children properly. Some of these are:

- He helps children to become understanding persons by treating them with understanding.
- He knows that children are merciless with teachers who appear weak. He has mastered the art of being firm and kind, of being friendly without being chummy. He helps develop wholesome attitudes toward authority.
- He inspires confidence by a businesslike competence. His dress is neat, his room orderly, his voice well-modulated; and he is sparing with words.

- He sees each child as an individual and makes provision for the child's growth at a rate commensurate with his capacities. He reduces tension by avoiding undue competition and emphasis on marks; he adopts realistic standards for slow children.
 - He treats all pupils with equal consideration. He encourages friendly relationships among children. He shows his respect for the dignity of the individual by providing opportunity for every child to secure satisfaction through achievement and success through sustained effort.
 - He has ideals which he transmits to the children he meets.
 - He gives support to children facing conflicts and obstacles. He tries to provide a healthful emotional climate in which children are given a sense of belonging and recognition.
- Could you be a teacher?

Readers Like Bulletin

A number of readers of this BULLETIN have written recently to express their commendations.

One supervisor writes: "I have just read your last number of the *Bulletin*, and I write now to say I think it is the best number. . . . To me (and to other men working in my field) the *Bulletin* is the Educator's Digest. I am trying to say your publication is more than just a bulletin."

A college president says, "I want to congratulate you and the editorial board upon the splendid coverage of so many news items relating to education as carried in the *Bulletin*, regularly. I do not know any digest that is more complete in its coverage of timely, pertinent subjects and useful information;

(See READERS, p. 4)

Tar Heel Students Win Scholarship Awards

Sixteen of the 556 winners in the 1956 National Merit Scholarship Program were North Carolina boys and girls, according to the First Annual Report. These 16 represented 14 high schools of the State.

In the preliminary test, the Report shows, there were 1,168 students representing 297 schools. This number was reduced to 150 finalists from 83 schools in a subsequent examination.

North Carolina's 16 scholarship winners represented 10.7 per cent of the 150 "finalists" as compared with a 10.9 per cent for the nation as a whole. On the other hand, 12.8 per cent of those placing in preliminary tests became "finalists" as compared with only 8.7 per cent for the nation.

Certificates of Merit were awarded to 111 students from the State. These 111 students represented 1 Tennessee, 1 Georgia, and 67 North Carolina high schools. Among the schools listed were the following: Albemarle 1, Lee Edwards (Asheville) 6, Christ School 1, St. Genevieve 2, St. Francis 1, Ben Lippen 2, Oak City 1, Richlands 1, W. Williams (Burlington) 3, E. M. Holt (Alamance) 2, Chapel Hill 1, N. Mecklenburg 1, Central (Charlotte) 4, Myers Park 2, E. Mecklenburg 1, McCallie (Tenn.) 1, H. P. Harding (Charlotte) 1, Clinton 1, Newton-Conover 1, Elizabeth City 1, Denton 1, Hendersonville 2, Central (Pasquotank) 1, Altamahaw Ossipee (Alamance) 1, Asheville (Buncombe) 1, Farmville 3, Fayetteville 4, F. L. Ashley (Gastonia) 3, Goldsboro 1, Greensboro 7, Bessemer (Guilford) 1, Greenville 1, Hayesville 1, Waynesville 2, Henderson 1, Salem Academy 1, Jamesville 1, A. L. Brown (Kannapolis) 1, Kenly 1, Kings Mt. 1, J. W. Grainger (Kinston) 2, Laurinburg 1, Tri-City (Leaksville) 1, Lenoir 1, Lincolnton 2, North Cove 1, Morganton 1, Mt. Gilead 1, Murfreesboro 1, J. Nickols (Oxford) 1, Peachland 1, Cathedral Latin (Raleigh) 1, N. B. Broughton (Raleigh) 8, Georgia Mil. Acad. 1, Rocky Mount 1, Roxboro 1, Boyden (Salisbury) 2, Sanford 1, Scotland Neck 2, Shelby 4, Thomasville 1, Walkertown 1, New Hanover 1, C. L. Coon (Wilson) 1, R. J. Reynolds (Winston-Salem) 3, Griffith (Forsyth) 1.

The Best Report Card

The best report card we know anything about walks around on two legs, has his nose in all types of affairs, and often shows marked distaste for other varieties of report cards.

Each day the school sends him home, a walking report of what has happened to him. Perhaps he has gripped a new idea today or even a new concept. Maybe he heard democracy speak, or, from a classmate, suddenly understood integrity. Perhaps adventure, whispered to him out of some book, or he stood with George Gordon Meade at Gettysburg. Maybe he heard fine words today, words that will remain with him through the broader halls of life.

But whatever happened in school today, parent, if you take the time to examine this best of all report cards, you too may learn from him. By being interested in this little world of his, you can help him handle tomorrow's world with confidence and with justice. From his eyes you can perceive all the impact of school upon him, he of the two legs with his nose in a multitude of interests—the best report card.—*Education Briefs*, U. S. Office of Education.

READERS

(Continued from p. 3)

this publication means a great deal to the State."

And an out-of-State college professor (unknown to *Bulletin* editors) writes: "I just want to send you best wishes for 1957 and to tell you how greatly I value the *Bulletin*. It must be all of five years since you first sent it to me. Every issue has contained at least two or three articles that I would not have missed. I like your fine mixture of State and National news."

Unsolicited by us, these expressions of appreciation naturally make us feel good. Following such commendation we can strive only to continue to do our best.

Trends in Commencements Listed by NASSP

The latest trends in commencements have been tabulated by the National Association of Secondary School Principals, and are now available in the 1957 *NASSP Commencement Manual*.

The following trends were recently listed in the *NASSP Spotlight*, the regular publication of the National Association:

- They are shorter, usually lasting one hour.
- They are held outdoors; it is more comfortable, impressive, and more people can watch.
- They involve planning by many people; faculty, students, parents.
- There is a central theme to the program: Graduation exercises are a learning experience.
- They use caps and gowns: Blue for boys and white for girls; if one color for both, gray.
- They are held in the evening at 8 p.m.
- They are scheduled on an earlier date than formerly.
- There are fewer addresses by outside speakers.
- The printed commencement programs are becoming less ornate.
- The number of commencement-week activities is decreasing.
- Many activities formerly associated with commencement now occur on Senior Class Day.
- Most junior high schools are de-emphasizing graduation exercises by holding them during the school day, sometimes as an assembly program, or as "promotion exercises," "continuation exercises," "achievement day," "awards day."
- With the increase in holding power, senior high schools are developing de-emphasized commencement programs and activities. For example, the practice of having a salutatorian and valedictorian speak is out-of-fashion in many schools.
- One item is almost always lacking from the printed commencement program—the name of the city and state in which the school is located.

Budget Makers Recommend \$25 Million Less for Public Schools Than Requested by State Board of Education and Superintendent

The State Board of Education and State Superintendent of Public Instruction requested total appropriations of \$164,002,714 and \$168,316,656, respectively, for all public school purposes for the school years 1957-58 and 1958-59.

The Advisory Budget Commission recommended \$139,455,668 and \$142,850,819.

This is a difference of \$24,547,046 and \$25,465,837 between requested and recommended figures.

Salary Increases

As to salary increases for public school employees, the Report states "The Commission recommends an appropriation of \$21,531,478 for the biennium for the purpose of making practical and equitable adjustments in the base rates of pay and salaries of public school instructional personnel employed under the Nine Months School Fund and for Vocational Education teachers. . . .

"The recommended amount distributed among all public school instructional personnel on an equal percentage basis would provide an 'across-the-board' increase of 9.1%. This is in addition to salary increases totaling an estimated \$2,400,000 which are recommended for inclusion in the public school budgets for salary increments and certificate raises. This

figure amounts to approximately 1.2% of the total recommended appropriations for salaries of public school instructional personnel and provides annual salary increases specified by the adopted schedules.

"The Commission also recommends an appropriation not to exceed \$1,479,932 for the biennium for the purpose of making adjustments in the salaries of non-instructional personnel in the public schools.

A New Schedule?

"As in the case of the State employees, the Commission does not recommend that the amounts for salary increases be distributed on an equal percentage basis across-the-board. Instead, we recommend that the biennium Appropriations Act direct the State Board of Education to survey and establish base rates of pay and salaries effective July 1, 1957, and within the present number of increment-years on the salary schedules; and, further, that salary increases of such personnel for the next biennium, and for the future, take into consideration the encouragement and rewarding of individual initiative, effort, efficiency and effectiveness of personnel of the public school system."

The table below shows by fund purposes expenditures for the biennium 1955-57 and requests and recommendations for the biennium 1957-59:

How Enrollment Grows!

Enrollment in North Carolina public elementary and secondary schools has increased since 1870-71 nine times!

In that year an estimated 115,000 pupils were enrolled in the public schools. Now, in 1956-57, it is estimated that there are more than 1,040,000.

Numbers for certain selected years as taken from the recent Biennial Survey of Education, U. S. Office of Education, show the following enrollments:

1870-71	115,000
1879-80	252,612
1889-90	322,533
1899-1900	400,452
1909-10	520,404
1919-20	691,249
1929-30	866,939
1939-40	886,484
1943-44	825,553
1949-50	884,733
1953-54	968,066
1955-56	1,023,747

Figure for 1955-56 was taken from State Superintendent's Report, Part I, 1954-56.

Another indication of the growth of school enrollment is the percentage of school-age population enrolled. The Biennial Survey shows the following:

1870-71	31.2%
1879-80	55.9
1889-90	56.4
1899-1900	63.6
1909-10	73.4
1919-20	82.4
1929-30	84.1
1939-40	86.3
1949-50	84.9
1953-54	88.2

PUBLIC EDUCATION—Expenditures, Requests, Recommendations

	Expenditures		Requests		Recommended	
	1955-56	*1956-57	1957-58	1958-59	1957-58	1958-59
Nine Months School Fund	\$121,215,733	\$125,562,815	\$153,615,095	\$157,477,320	\$130,151,870	\$133,376,535
State Board of Education	202,942	237,563	258,567	256,384	253,622	248,944
Vocational Education	2,957,748	3,164,627	3,752,164	4,057,318	3,293,588	3,416,286
Vocational Rehabilitation	447,349	474,004	574,004	674,004	573,828	673,652
Area Vocational Technical Schools			200,000	200,000	75,000	150,000
Vocational Textile School	41,526	61,566	62,398	64,590	59,482	60,558
Purchase of Free Textbooks	1,882,021	1,476,862	2,912,435	2,642,057	2,912,435	2,642,057
Purchase of Buses	1,330,025	1,810,000	2,265,796	2,570,750	2,265,796	2,570,750
Adm. of School Construction	59,148	63,527	74,967	76,405	63,529	64,629
Total	\$128,136,492	\$132,850,964	\$163,515,426	\$167,818,828	\$139,649,150	\$143,203,411
Dept. of Public Instruction	361,341	421,640	487,288	497,828	455,346	471,060
Grand Total	\$128,497,833	\$133,272,604	\$164,002,714	\$168,316,656	\$140,104,496	\$143,674,471

*Estimated.

Carroll "Sticks To" Board's Requested Increase "No Present Instrument for Merit-Type Raises"

On learning of the recommendation of a 9.1 per cent raise in salaries of teachers by the Advisory Budget Commission, State Superintendent Charles F. Carroll stated that "the State Board of Education has submitted a clear, justifiable, essential budget."

"I have no hesitation to stay with it until the last day," he declared.

The Board of Education requested a 19.31 per cent increase in funds for salary increases and an extra week of employment. "The achievement of this raise is a major goal of the Board," Dr. Carroll said. "The Board's requests were motivated mainly by the need to improve the supply and quality of North Carolina's teaching corps. For that reason, the budget requests for salary increases were the vital part of the asked-for funds."

As to the proposed "merit-type" increases for teachers, Dr. Carroll said there is presently "no instrument in existence by which all the school personnel of North Carolina can be compared, evaluated, and compensated."

No such "instrument" exists, "here or in any other state," said Dr. Carroll, "and I hope we may be saved from some course of action that can do far more harm than good."

The Commission recommended that the State Board of Education be directed "to survey and establish base rates of pay and salaries effective July 1, 1957, and with the present number of increment-years on the salary schedules; and, further, that salary increases of such personnel for the next biennium, and for the future, take into consideration the encouragement and rewarding of individual initiative, effort, efficiency and effectiveness of personnel of the public school system."

On the other hand, Dr. Carroll pointed out that the State Board of Education does not simply want to give pay raises "across-the-board." Such raises in the past, he said, had thrown salary scales out of kilter. Board requests were based on a graduated percentage raise.

Specifically, he stated, teachers holding Graduate Certificates would get raises averaging from 12.95 per cent to 19.05 per cent, while teachers holding Class A Certificates would get raises averaging from 16.96 per cent to 21.08 per cent.

Guidance Bulletin Issued By SS Work Conference

A new bulletin, "Guidance Services in the Public Schools," has been issued by the Southern States Work Conference.

According to R. L. Johns, Executive Secretary, "this bulletin will be of great value to guidance counselors, school principals, school superintendents, teachers and others interested in guidance. It presents a point of view with respect to guidance which I believe will clarify a good deal of confusion which has existed in that area."

The price of the bulletin is 40 cents. Orders should be addressed to T. George Walker, Distributor of Publications for the Southern States Work Conference, State Department of Education, Tallahassee, Florida.

Average Instructional Staff Salary \$891 Less Than Personal Income Per Member Labor Force

Average annual salary per member of the instructional staff employed in the North Carolina public school system in 1953-54 was \$891 less than the personal income per member of the labor force of the United States.

This fact is shown in Chapter 2 of the Biennial Survey of Education in the United States, 1952-54, recently released.

Average instructional staff salary, this Survey shows, in this State was \$3,354, whereas the personal income per member of the labor force was \$4,245.

Furthermore, this Survey shows, that this difference of \$891 in 1953-54 is greater than it has been in other years for which the figures are given. In 1929-30, North Carolina's average instructional staff salary was \$761 less than a laborer's income. In 1939-40 the difference was \$412; in 1949-50, \$697; and in 1951-52, \$699.

Even when these salaries are adjusted to the 1953-54 purchasing power of the dollar, the difference in the North Carolina instructional staff average and the average personal income per member of the labor force is greater at \$891 than at any of these years since 1929-30, when

HPER People Hold Outdoor Education Workshop

Health, Physical Education and Recreation persons representing public schools and colleges and other agencies interested in related fields will hold an Outdoor Education Workshop at Umstead State Park (near Raleigh) on April 28-30.

Housing and meals for school people, according to Charles E. Spencer, State Department of Public Instruction, will be paid for by the Outdoor Education Project of the American Association for Health, Physical Education and Recreation.

Cooperating agencies are, in addition to the American Association, the State Department of Public Instruction, the N. C. Recreation Commission, the Department of Conservation and Development, the Wildlife Resource Commission, and the North Carolina College Conference for Health, Physical Education and Recreation.

The difference was \$1,196 in favor of labor. At other years, this difference in adjusted dollars was \$794 in 1939-40, \$791 in 1949-50, and \$716 in 1951-52.

Average paid the instructional staff for the nation as a whole was \$3,825, or \$420 less than the labor income per member. North Carolina's instructional staff average was \$471 less than the national average. This State ranked sixth among the sixteen states of the South in this respect. These 16 states paid an average instructional staff salary in 1943-54 as follows:

1. Maryland	\$4,148
2. Delaware	4,042
3. Texas	3,886
4. Florida	3,785
5. Louisiana	3,504
6. North Carolina	3,354
7. Oklahoma	3,271
8. Virginia	3,082
9. West Virginia	3,058
10. Tennessee	2,875
11. Georgia	2,862
12. South Carolina	2,815
13. Alabama	2,783
14. Kentucky	2,526
15. Arkansas	2,286
16. Mississippi	1,864

Fleetwood Participates In Safety Conference

Carlton Fleetwood, associate adviser in safety education in the Department of Public Instruction, participated in the Southern Safety Conference in Richmond, March 3-5.

On March 5 Mr. Fleetwood was the guest speaker at a driver-education breakfast and discussed "The Role of Driver Education in the Total School Program." During this talk he emphasized the professional obligation of all driver-education teachers to stress safety in general throughout their courses.

Mr. Fleetwood served as an adviser during the Southern Safety Conference for the youth group session, which discussed traffic safety in school, home, and rural sections.

These meetings were arranged by Dr. Harold K. Jack, Supervisor of Health, Physical Education, Safety, and Recreation for the state of Virginia.

Sergeant Pike Presents Safety Show to 20 Schools

Sergeant Carl S. Pike and his "Safety Magic" show visited twenty schools in North Carolina between March 11-22. For the past several years Sgt. Pike has used his ability as a clever magician, and his experience as a police safety officer, to impress students in North Carolina and forty-one other states with the rules of safety and good judgment.

At present Sergeant Pike is on leave from the Kent County Sheriff's Department, Grand Rapids, Michigan. In his police work, Sergeant Pike has been actively associated with school safety departments in Michigan and has developed safety programs that aided in materially reducing the traffic accident rate. His show, "Safety Magic," has appeared in forty-two states before more than two million high school students. In North Carolina, as elsewhere, his program consists of a brief, fact-packed talk, followed by a mystifying magic show in which each feat illustrates a point of good safety behavior.

Sergeant Pike follows the rule of never mentioning during any performance any organization other than the local police department. Under no condition does he ever mention any commercial firm or any literature.

"Improving Educational Administration" Theme of Annual Statewide Conference

"Better Teaching in School Administration" was the theme of the second Statewide conference concerning the improvement of educational administration held in Chapel Hill, March 4 and 5, in the lounges of the Morehead Planetarium. Approximately seventy-five administrators, college professors of educational administration, and representatives from the State Department attended this conference, which was sponsored by the Kellogg Foundation.

Dr. Hollis Moore, Jr., executive secretary, Committee for the Advancement of School Administration, AASA, served as guest speaker and consultant for the conference. On Tuesday, March 5, he addressed the participants on "New Approaches to the Teaching of School Administration"; and at the final session of the conference, he summarized the outstanding features of the two-day meeting and suggested plans for the future.

One of the outstanding panels of the conference was that entitled "Major Concerns of Administrators in the Years Ahead." Dr. J. K. Long of East Carolina College served as moderator of this panel, whose participants included the following administrators: Ben L. Smith, Superintendent, Greensboro City Schools; Hollis Moore, educational consultant, NEA; Sam Duncan, supervisor, Negro high schools; Doug Jones, elementary principal, Albemarle; A. H. Peeler, high school principal, Greensboro; Herbert Wey, professor of educational administration, Appalachian State Teachers College.

Other items on the program included a panel discussion on "Implementation of the Proposed Program of Administrator Certification." Dr. Charles F. Carroll, Dr. Herbert Wey, A. D. Kornegay, and A. C. Routh participated in this panel. Following this presentation participants discussed, in six small groups, "Suggested Ways Whereby the Colleges Might Organize Their Programs in Order to Carry Out the Provisions of the Proposed Plan of Certification."

During the conference, research underway in North Carolina institutions was presented; and new teaching techniques now being employed in three North Carolina colleges were also discussed.

This conference was planned by the Advisory Committee of the Coordinated Statewide Study of Educational Administration; and those presiding over the several sessions of the conference included Guy B. Phillips, Vester M. Mulholland, and Allan S. Hurlburt.

Bill Introduced To Provide Revenue for Driver Training

A bill "To provide revenue for financing driver training and safety education in the public high schools" of the State was introduced in the House on February 15.

The bill (HB 33), if enacted, will add a new section (G. S. 20-88.1) to the General Statutes, which will require every passenger or property carrying vehicle now subject to a registration tax of \$10 or more to pay an additional \$1 annually, beginning January 1, 1958.

The revenue derived from this tax, estimated at \$1,500,000 annually, would be sufficient to provide teachers for all students (60,000) who reach the legal driving age each year. It is anticipated that as the number of students increases motor vehicles taxed will also increase, thus taking care of this instruction as the years go by.

Driver education in the high schools includes instruction not only in skills of driving, but also a study of:

The place of motor vehicles in modern living.

The driver—his personal qualifications, attitudes, and social responsibilities.

Fundamentals of legal structure and codes relating to motor vehicle use.

Characteristics of streets and highways as related to efficient driving. Fundamentals of auto mechanics including preventive maintenance.

Fundamentals of consumer education relating to motor vehicles.

A minimum of 30 clock hours of classroom instruction and 6 clock hours for car instruction and practice driving are required. These minimums meet recommendations of the National Driver Education Conference and fulfill the Insurance Industry requirements for a reduced rate of insurance for young drivers.

State School Facts

ENROLLMENT IN PUBLIC SCHOOLS THIS YEAR ESTIMATED AT MORE THAN 1,040,000 ACCORDING TO SURVEY

**More Than 36,000 Instructional Personnel Employed
With 94.42 Per Cent Holding Class A Certificates
Need for 2,791 Instruction Rooms at End of Year**

More than 1,040,000 children are enrolled in the public schools, according to an estimate based on a survey made at the end of the first month of this school year.

The survey showed an actual enrollment of that date of 1,069,382. A year ago the enrollment taken at the end of the first month was 960,244, but final (official) enrollment for that year was 1,023,747. Applying the percentage increases (for the groups, see table), the total enrollment for this year (1956-57) would be approximately 1,043,000.

On a percentage basis it works out this way:

these early statutes, is found in county administrative units. It is too early to call this a trend, but might it not be a result of population movements from rural to urban areas combined with an emigration of some city units, and possibly to a lesser extent to migration

Instructional Personnel

Number. The survey showed 36,014 instructional personnel were employed at the end of the first month—teachers, principals and supervisors—the ratio being about 2 to 1 between county and city units.

In ratio of instructional personnel to children enrolled at the end of the first month, the average in county units was 98.2 to 1 and in city units 97.5 to 1.

---79 due to teacher shortage; 26, to a classroom shortage; and 7, to other causes. Eighty-seven of these 112 vacancies were in county units.

New personnel. Of the 36,014 personnel employed, 5,709 were new to their positions (15.85 per cent). Of these new-to-the-position teachers, 2,402 were employed the year before in other administrative units. Actually,

therefore, there were employed (end of first month) 3,307 "new" teachers. And of these new teachers, 2,114 are "brand new," just out of college; whereas the remaining 1,193 are former teachers returning to the profession.

On a percentage basis it works out this way:

15.85 per cent are new to their positions
6.67 per cent taught in other units
_____ last year
9.18 per cent are actually new this
year

5.87 per cent are just out of college
3.31 per cent are teachers returning
to profession

Similar showings are shown for county and city units in section 2 of the table.

Supplements. According to this survey 35.84 per cent of all personnel receive a supplement from local funds, with 14.03 and 79.0 per cent respectively

(Data for end of first month, unless otherwise specified)

I. Enrollment

Items	County Units	City Units	Total
Enrollment in elementary schools, end of first month, 1956-57	534,426	248,074	782,500
Enrollment in high schools end of first month, 1956-57	150,602	76,280	226,882
Total enrollment, end of first month, 1956-57	685,028	324,354	1,009,382
Total enrollment, end of first month, 1955-56	685,289	304,955	990,244
Increase	—261	19,399	19,138
Per cent increase	—04	6.36	1.93
Total enrollment, 1955-56	707,780	315,967	1,023,747
Adjusted by above per cent	—283	20,096	19,758
Total estimated enrollment for 1956-57	707,497	336,063	1,043,565

II. Instructional Personnel

Instructional personnel* employed in elementary schools	17,582	8,609	26,191
Instructional personnel* employed in high schools	6,644	3,179	9,823

Total employed, end of first month, 1956-57		Total employed, end of first month, 1957-58	
Men employed	24,226	11,788	36,014
Per cent men employed	5,180	2,093	7,273
Number holding Class A and Graduate certificates**	21,38	17,77	20,20
In elementary schools	22,412	11,592	34,004
In high schools	15,998	8,438	24,376
	6,474	3,154	9,628

Sex. Ratio of men to women was approximately 1 to 5, based on these first-month figures. In county units this ratio was 1 to 4.6; whereas in city units, it was 1 to 5.6—*Here, again organized as principals of elementary schools, plays an important part.* As the table shows, in county units 21.38 per cent of those employed are men, whereas in city units there are 17.71 per cent of men. For the State as a whole, one of every five of instructional personnel employed is a man.

Qualification. Of the 36,014 personnel employed, 34,004, or 94.42 per cent, hold class A and graduate certificates. Of those employed in elementary schools, 98.07 per cent hold these higher certificates, whereas 98.01 per cent of high school teachers hold them.

Of the 11,788 professional personnel employed in city units, 95.34 per cent hold Class A and Graduate certificates—98.01 per cent in elementary schools and 99.21 per cent in high schools.

In county units 92.51 per cent of the 24,226 persons employed hold the higher class certificates—90.65 per cent in elementary schools and 97.44 per cent in high schools.

Out-of-field. Only 695, or less than two per cent of all personnel employed, are rated as teaching out-of-field, that is, in areas or subjects not in accordance with the type of certificate held. This percentage is greater, 2.19 per cent, in county units than in city units, 1.39 per cent.

Vacancies. When the survey was made there were 112 vacant positions

State Decreases Number One-Teacher Schools

One-teacher schools in North Carolina are rapidly passing out of existence.

There are fewer than a hundred at present. There were only 99 one-teacher elementary schools in 1954-55, and only 82 one- and two-teacher high schools.

According to U. S. Office of Education Report for 1953-54, there were 1,688 one-teacher schools in North Carolina in 1931-32. This number decreased to 839, in 1943-44, to 363 in 1949-50, to 226 in 1951-52, and to 125 in 1953-54.

being used in temporary quarters, that is, away from the school campus in buildings not owned by the board of education.

In 25 buildings "double sessions" were operated, 3 in county units and 22 in city units. A total of 7,249 pupils were involved in these double sessions, 634 in county units and 6,615 in city units. During 1955-56 there were 33,152 instruction rooms available. During that year 1,758 new instruction rooms were completed. Also during that year 676 instruction rooms were abandoned, thus leaving 34,264 such rooms available at the beginning of the current school year (1956-57).

According to the survey, there were needed last fall a total 1,586 additional instruction rooms to take care of the increased enrollment. An additional 3,281 such rooms were needed to replace unsatisfactory rooms, making a total need of 4,867 instructional rooms only.

Scheduled for completion this year were 2,076 rooms of this kind, thereby leaving a shortage at the end of the year of 2,791 such rooms. And this number will naturally be enlarged next fall when enrollment increases and other present rooms become outmoded and unsatisfactory.

Board Approves More Funds For School Construction

Applications for funds for school construction projects to cost \$1,268,035.50 were approved by the State Board of Education on February 8.

This money is a part of the State's \$50 million School Plant Construction and Improvement Fund of 1953. February's approvals bring the total approvals from this Fund to \$38,529,140.81.

Six new plants on new sites, one new building at an existing plant, one addition and renovation, and three additions were approved. Changes in former approvals involving an increase of \$24,111.24 were also approved.

The sum of \$24,000 was approved from the State Literary Fund—\$14,000 for the J. C. Sayer Elementary School in Elizabeth City and \$10,000 to the West Fender Elementary School in Pender County.

48 rooms because of teacher shortage. Due to classroom shortage 22 4 7 Due to other causes 3,678 2,081 5,709 Less personnel in units this year 1,467 935 2,302 1955-56 (transfers)

New teachers this year, 1956-57 2,211 1,096 3,407 "Brand new," just out of college 1,380 734 2,114

"Former teachers" returning to profession 831 362 1,193 Per cent new personnel in units this year 15.18 17.23 15.85 Less per cent from other units 6.06 7.93 6.67

Per cent new teachers this year, 1956-57 9.12 9.30 9.18 Per cent from colleges, "Brand new" 5.70 6.23 5.87 Per cent "former teachers" 3.42 3.07 3.31 Personnel receiving local supplement 3,983 9,313 12,906 Per cent receiving local supplement 14.83 79.00 35.84

III. School Facilities (Buildings)

Administrative units in which some pupils are taught in temporary quarters 22 15 37 Number pupils 2,085 1,651 3,736 Buildings operating "double sessions" 8 22 25 Pupils enrolled in first session 302 3,547 3,849 Pupils enrolled in second session 332 3,068 3,400

Total children 634 6,615 7,249 Instruction rooms (classrooms, laboratories, shops) available at beginning of 1955-56 23,186 9,966 33,152 New rooms completed during year 1,291 497 1,788

Total 24,477 10,463 34,940 Less abandoned rooms during year 595 81 676

Instruction rooms available beginning of 1956-57 23,882 10,382 34,264 Additional rooms needed for additional enrollment 1,110 476 1,586 Additional rooms needed to replace unsatisfactory rooms 2,642 639 3,281

Total additional rooms needed 3,752 1,115 4,867 Instruction rooms scheduled for completion in 1956-57 1,424 652 2,076

Shortage instruction rooms only at end of 1956-57 (Not including any needs for increased enrollment for school year 1957-58) 2,328 463 2,791

*Includes teachers, principals and supervisors.

Classroom includes college graduate with professional courses; Graduate equals Master's degree and Postgraduate. *That is, at a level or area of instruction other than for which prepared. (Does not include auditoriums, libraries, gymnasiums, study halls, lunchrooms, multi-purpose rooms.)

Revenue Department Gives Information Re State Income Tax for Teachers

There are certain special provisions in the Revenue Statutes of North Carolina which apply to the filing of income tax returns by members of the teaching profession, according to Revenue Commissioner Eugene G. Shaw.

Since the deadline for the filing of returns and payments is now April 15, 1957, Commissioner Shaw has issued the following information on this topic:

"One of the most important provisions is the allowance of a deduction for resident attendance at summer school. The teacher may deduct actual expenses up to a maximum of \$250.00; a schedule should accompany the return showing the amounts expended and to whom paid. The law does not provide for a deduction for correspondence course expenses.

"Teachers are entitled to travel expense in connection with attending conventions, teachers' meetings, etc., with this deduction limited to a maximum of \$50.00. No deduction is allowed by the Statutes for commuting expenses; that is, the cost of going to and from school, as the law considers this type of expense a personal one.

"Certain educators in supervisory positions and in vocational and home education activities may be entitled to an additional allowance for travel, provided a schedule is submitted which lists the expenses and reimbursements, if any, and explains the duties requiring the travel. As this travel normally will not consist of a large number of miles each year, the simplest method of accounting is to maintain an accurate record of the number of miles traveled for business purposes and claim on the income tax return a deduction of 7 cents per business mile, less any reimbursements by the school board.

"Depreciation of an automobile may not be claimed unless all auto expenses for the year are shown, the total number of miles driven for business and personal reasons shown, and the percentage representing business miles applied to the expense figures. The Department of Revenue will furnish upon request travel schedules to provide for this type of travel accounting.

"Teachers are entitled to claim a deduction for dues paid to educational organizations such as the National Education Association and the North Caro-

lina Education Association. Dues to civic clubs, woman's clubs, and other non-educational organizations are not deductible, as the law considers them to be personal expenses.

"A deduction in the form of depreciation may be claimed for professional books purchased for the teacher's personal library. Libraries normally should be depreciated over a ten-year period, which means that 10 per cent of the cost may be deducted each year for ten years.

"The teacher would not deduct the amount of the substitute teacher's pay, as the regular teacher's salary will already have been reduced by that amount and will not be reported by the regular teacher in gross income.

"Personal exemptions allowed on North Carolina returns differ considerably from those allowed on the Federal income tax returns. The State allows a single person or married woman, whose husband is entitled to the head of household personal exemption of \$2,000.00, a \$1,000.00 personal exemption. A married man living with his wife, a widow or widower with child under 21 years of age, or a single person who maintains a home and supports one or more dependent relatives may claim \$2,000.00 personal exemption. A married woman whose husband has gross income, whether taxable or not, of less than \$500.00 may claim the head of household personal exemption and dependency credit for children of the family, provided she furnishes more than half the major support for the family. For example, the husband was sick during the income year and earned a salary of \$425.00 and his wife was employed, earning \$2,500.00. She obviously furnished more than half the support for the two and is entitled to the \$2,000.00 exemption. An exception to this rule is the person in business or farming who has gross receipts of more than \$500.00, even though the business or farm operation may result in a loss. In such instance the husband will under the law, if he has more than \$500.00 gross receipts, be required to claim the head of household exemption; and the wife, although she has income greater than her husband's, is limited to the \$1,000.00 exemption.

"Dependents to be claimed must receive more than 50 per cent of their

Commission Recommends Scholarship-Loans Program

"A program of scholarship-loans to encourage qualified needy students to study for the teaching profession" is recommended by the Advisory Budget Commission.

This program, to be administered by the State Board of Education, was requested by the Board of Higher Education as a measure to combat the shortage of public school teachers. It would operate in a similar manner to those now maintained for promoting the training of doctors and nurses.

Recommendation for \$345,000 for each year of the ensuing biennium is made, and \$435,000 beginning the fourth year.

American Legion Announces Annual Oratorical Contest

The American Legion has announced its twentieth annual National High School Oratorical Contest.

The subject to be used for the prepared oration must be on some phase of the Constitution of the United States, with emphasis on the duties and obligations of citizenship. The National Contests consist of twelve regional, four sectional, and the national finals, contestants having been selected from the winners of about 50 department contests.

Contestants must be bona fide students in secondary schools, and enrolled in classes at the academic curriculum level of grades 9, 10, 11, or 12 in public high schools on January 1, 1957. Contest awards are: a \$4000 scholarship; a \$2500 scholarship; a \$1000 scholarship; and a \$500 scholarship.

Further information may be secured by addressing the National Americanism Commission; The American Legion, P. O. 1055, Indianapolis 6, Indiana.

support from the taxpayer claiming credit. No two taxpayers may claim the same dependent. Children must be claimed by the father unless he has income of less than \$500.00, in which case the mother may claim the exemption.

"For further information teachers are requested to consult the instruction sheet, or contact the N. C. Department of Revenue in Raleigh or one of the branch offices, normally located in the county courthouses."

AAHPER to Hold Convention April 2-5 in Asheville

The Southern District Convention of the American Association of Health, Physical Education and Recreation will be held April 2-5 in Asheville, N. C. Theme of the Conference is "We Build Better Americans."

Registration begins at 10:30 a.m. on Tuesday, April 2. Many sectional meetings interspersed with five general sessions are scheduled. Opportunities are also provided for recreation, luncheon meetings, and meetings of other subgroups of the Association.

Workshop Scholarships Open to Educators

A total of 500 scholarships at 14 universities are being offered this year at the 1957 Summer Workshops in Family Finance sponsored by the National Committee for Education in Family Finance.

This marks the eighth consecutive year in which the workshops are being offered. The Committee's objective is to encourage adequate instruction in the fundamentals of sound personal and family financial management for high school and college students.

The workshop scholarships are open to educators who demonstrate a need and use for information and teaching materials in family finance: classroom teachers in schools, colleges and teacher-training institutions, as well as administrators, supervisors and curriculum directors. Credit toward a graduate degree is awarded upon successful completion of the course.

Each university is also offering a limited number of team scholarships for individual school systems. Such a team consists of one or two classroom teachers and an administrator, such as a supervisor, principal or superintendent. Team participation is encouraged by the National Committee for Education in Family Finance, because it is felt that these groups provide the most effective means of introducing community-wide programs of teaching family finance.

Application blanks and descriptive brochures may be obtained by writing to headquarters of the National Committee at 488 Madison Avenue, New York 22, N. Y. If possible, applications should be submitted before March 31.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

March 19-22	—Department of Elementary Principals, NEA, Cincinnati
March 21-23	—North Carolina Education Association, Wilmington
March 30	—F. H. A. Convention, Memorial Auditorium, Raleigh
April 2-5	—Southern District Meeting, AAHPER, Asheville
April 4-6	—Conference on School Libraries, Boone
April 6	—N. H. A. Convention, A. and T. College, Greensboro
April 13	—State ACE Meeting, Asheville
April 15-18	—American Personnel and Guidance Association, Detroit
April 21-26	—Association for Childhood Education International, Los Angeles
April 23-27	—International Council for Exceptional Children, Pittsburgh, Pa.
April 28-30	—N. C. Conference for Social Service, Asheville
June 3-7	—N. C. Annual Conference of Teachers of Agriculture, Carolina Beach
June 30-July 6	—Centennial Convention, National Education Association, Philadelphia
August 13-16	—Superintendents Conference, Mars Hill College

600 Annotated Books In Human Relations Listed in Bulletin "Books Are Bridges"

"Books Are Bridges," a list of approximately six-hundred books recommended for children, has just been released by the American Friends Service Committee and the Anti-Defamation League of B'nai B'rith. These annotated titles are classified for kindergarten, elementary, and junior high school pupils; and aim at entertainment, plus the teaching of wholesome attitudes in human relations.

This bibliography was prepared by specialists in children's literature, editors, authorities in intercultural education, librarians, college professors, classroom teachers, parents, directors of religious education, and group leaders. The books included in this annotated bibliography are in harmony with the purposes and the programs of the two sponsoring organizations, both of which are dedicated to the cause of brotherhood and peace as embodied in the Jewish and Christian traditions and philosophies.

All of the books rank high in literary quality and are illustrated in an attractive and authentic style. They appeal to children and give genuine

enjoyment in reading. They stress likenesses, thus leading children to feel a growing sense of oneness with all mankind; they also present differences, not as marks of superiority or inferiority, but as variations that add richness to life. In addition, they recount appreciatively the history, folklore, festivals, and customs of various cultures; they take into account the results of scientific studies about the races and religions of mankind; and they depict fairly, accurately, and sympathetically people of all religious, racial, regional, national, and economic groups. Equally important, they portray the lives of men and women dedicated to the service of their fellowmen, regardless of race, religion, or nationality. They highlight peaceful ways of settling disputes between individuals, groups, and nations; and they incorporate sound, ethical values, and are free of tiresome moralizing.

Copies of this bibliography may be ordered from the American Friends Service Committee, 1818 South Main Street, High Point, North Carolina. The price is twenty-five cents.

Out-of-State Solicitors for Vocational Schools Are Issued Licenses by State Department

A list of out-of-State educational agencies authorized to solicit students in North Carolina, together with a list of their respective solicitors, has been issued by the State Department of Public Instruction.

In accordance with North Carolina Law, persons who solicit students within the State of North Carolina for any commercial, correspondence, or trade school which is located within or without the State of North Carolina, must secure a license from the State Department certifying authorization.

All legal solicitors must have in their possession a card on which will be found the solicitor's picture and the signature of State Superintendent Charles F. Carroll.

Out-of-State solicitors for the following out-of-State schools have been licensed by the State Board of Education for 1956-57:

American School, Chicago, Illinois. J. Samuel Roberson, Warwick, Va.; Dillard J. Church, North Wilkesboro; J. H. Little, Greenville, S. C.; Peter J. Van Os, Winston-Salem; Thurlow D. More, Burlington.

International Accountants Society, Chicago, Illinois. Harry J. Joyce, Charlotte; T. E. Barner, Sr., Asheville; Richard F. Boedicker, Greensboro; D. W. Dixon, Asheville; Blair McCurdy, Salem, Va.; Stephen A. Hulme, Raleigh.

International Correspondence Schools, Scranton, Pennsylvania. W. F. Eckard, Charlotte; Charles T. Carpenter, Jr., Kings Mountain; Roby Edward Lail, Charlotte; Glenn Williams, Jr., Mount Holly; D. D. Phelps, Winston-Salem; Robert B. Haskins, Winston-Salem; C. B. Livingston, Asheville; David K. Neal, Reidsville; Hal E. Propst, Hickory; William D. White, Greensboro; Talmadge Odell, Fayetteville; Mrs. Nettie C. Duke, Rocky Mount; C. Delmont Griffin, Raleigh; William H. Vars, Wilmington; K. Phillip Caminer, Portsmouth, Va.; David A. Taylor, Hickory; Bland Hunnicutt, Leaksville.

LaSalle Extension University, Chicago, Illinois. Ellis R. Davis, Charlotte; Arthur Hynes Fleming, Jr., Wilson; Herbert Vance Pegram, Guilford College.

Cecil Business College, Spartanburg, South Carolina. C. Conrad Hurst, Spartanburg, S. C.

Palmer College, Charleston, South Carolina. Jack S. Veronee, Columbia

S. C.; Francis G. Waldrop, Charleston, S. C.

Smithdeal-Massey Business College, Richmond, Virginia. V. E. Jernigan, Richmond, Va.

Knoxville Business College, Knoxville, Tennessee. Louis A. Hafer, Knoxville, Tenn.; O. L. Ramsey, Knoxville, Tenn.

The following solicitors have been licensed for private trade schools:

Gale Institute, Inc., Minneapolis, Minnesota. Robert L. Collison, Charleston, W. Va.; James A. Wilson, South Charleston, W. Va.; James Fred Wright, Cola, S. C.

Greer Shop Training, Inc., Chicago, Illinois. Robert Orr, Gastonia.

Nashville Auto-Diesel College, Nashville, Tennessee. Tommy Morse, Lebanon, Tenn.; John H. Major, Lebanon, Tenn.; Frank B. White, Lebanon, Tenn.; Charles C. Winford, Sr., Lebanon, Tenn.; J. M. Dickson, Lebanon, Tenn.

Central Technical Institute, Kansas City, Missouri. Daniel W. Maddox, Sr., Raleigh.

Utilities Engineering Institute, Chicago, Illinois. Charles W. Felder, Columbia, S. C.; Sam K. Brazil, Raleigh.

College Board Exams

Though college board exams are helpful in sifting out college applicants, they're not much good in predicting if an applicant will be a college "success." So says Smith College President Benjamin Wright in his annual report to the alumnae.

Wright points out that the exams contain no essay questions, are all short answer types, and are mechanically graded. Thus, says Wright, the tests tell very little about such factors as seriousness of purpose, staying power, and capacity for intellectual and moral development.

Maintains Wright: "the best indication of college success—'using the term to include more than academic success alone'—is the high school principal's confidential recommendation."

Replies S. A. Kendrick, associate director of the College Entrance Examination Board: "We have never pretended to be able to measure any of the personality factors President Wright speaks of. We are certainly in agreement with him that more should be done to try and determine such factors. We feel that the college boards, when used along with other information, can be very useful to the colleges in choosing their applicants." —*Scholastic Teacher.*

N. C. Ranks 42nd in Expenditures Per Pupil Among All States; 10th Among 16 in "South"

North Carolina ranks 42nd among the states of the nation in current expenditures per pupil in average daily attendance, according to figures for 1953-54 just released by the U. S. Office of Education.

This State's average annual expenditure of \$176.97 is 10th among the 16 states which the Office groups as "South." Average for the 16 states of the South is \$196.65. For the nation the average is \$264.76. Expenditures range from \$361.99 per pupil in New York to only \$122.60 in Mississippi.

On a daily basis North Carolina's expenditure figures 98 cents, which means that the cost of education in this State is less than a dollar a day. The nation's daily cost is \$1.48, whereas in the 16 states of the South the average cost is \$1.11 a day.

States of the South with annual and daily expenditures per pupil are as follows:

Rank	State	Annual	Daily
1.	Delaware	\$325.42	\$1.83
2.	Maryland	268.47	1.48
3.	Texas	249.22	1.42
4.	Louisiana	246.65	1.37
5.	Florida	228.74	1.27
6.	Oklahoma	223.87	1.26
7.	Virginia	192.56	1.07
8.	West Virginia	186.09	1.08
9.	Georgia	177.41	.99
10.	North Carolina	176.97	.98
11.	South Carolina	176.34	.98
12.	Tennessee	166.36	.95
13.	Kentucky	153.17	.89
14.	Alabama	150.88	.86
15.	Arkansas	139.19	.80
16.	Mississippi	122.60	.74

North Carolina per pupil expenditure on this basis rose \$1.35 (.8 per cent) from the average \$175.62 expenditure in 1951-52. The national average, on the other hand, rose \$20.52 (.84 per cent) during this two-year period.

Cleveland Negro Teachers Discuss Relationships

Teacher-pupil relationships, teacher-teacher relationships, teacher-administrator relationships, and school-community relationships were discussed by the Negro teachers, supervisors, and principals in Cleveland County at a two-day workshop in human relations, February 12 and 13, in the Washington high school in Waco. More than 150 educators attended this conference.

Sessions were held between six and ten o'clock each evening, with thirty minutes devoted to group discussions.

D. M. McCaskill, principal of the Washington school, presided over the general meetings, one of which was a role-playing school situation involving many human relationships.

Consultants for the workshop were Vester M. Mulholland, S. E. Duncan, John W. Alexander, L. H. Robinson, and Charles Davis.

Art Education Association Meets in Los Angeles

The National Art Education Association Conference will be held this year in Los Angeles on April 16-19, according to a recent announcement by Gregory D. Ivy, Professor of Art, Woman's College of the University of North Carolina, southeastern publicity chairman.

Copies of the program have been mailed to school superintendents and art supervisors in North Carolina, Professor Ivy said. The program includes opportunities to visit schools in the Los Angeles area, informal discussions about art education with persons from all parts of the United States, as well as a trip of scenic interest across the country in the spring. Theme of the Conference is: Art and the Adolescent.

Thornburg on Committee For Revising Criteria

Murray G. Thornburg, State Supervisor of Trade and Industrial Education, State Department of Public Instruction, was recently appointed chairman of a national committee whose duty will be to revise the industrial-vocational education section of Evaluative Criteria of the Cooperative Study of Secondary School Standards. The committee expects to complete its study by the summer of 1958.

Experts Urge That Curriculum Research Be Conducted in Classrooms, Not Laboratories

Educators responsible for the public school curriculum should look for evidence of improvement before they leap into changes. And the best testing ground for such evidence is not a remote laboratory, but the classroom itself, where the teacher can experiment with, judge, and actually practice proposed improvements.

This plea for orderly, scientific curriculum changes is sounded by the Association for Supervision and Curriculum Development (ASCD) in its 1957 yearbook, released recently, titled *Research for Curriculum Improvement*. ASCD is a department of the National Education Association.

Urging that teachers become more than "mere consumers of others' findings," the book states:

"The teacher knows (or can know) the subtleties of a particular classroom as no one else can. The teacher is in an unequalled position to subject proposed improvements to realistic tests. The teacher knows better than anyone else what needs improving at the point of operation. The teacher is the best judge of experimental findings.

"Most important . . . the teacher is the one person in a position to put findings to use. If we really want to change the curriculum for the better, it is necessary that the researcher be in the classroom, where the changes must ultimately be brought about. The movement to involve teachers as co-operating researchers . . . brings the researcher to the classroom, where he should have been all the time."

Arthur W. Foshay, director, Bureau of Educational Research, Ohio State University, Columbus, Ohio, and chairman of the 15-man yearbook committee, commenting on the new research techniques said:

"Curriculum change can be achieved in many ways. Curriculum improvement is most likely to occur when research methods are used by teachers. This process has come to be called 'action research.' It offers the hope that curriculum can be improved on the basis of evidence, instead of being merely changed through committee opinion, central office edict, or legislation."

A major stumbling block in cooperative research, the yearbook commit-

tee agreed, is the lack of skill and experience in practicing it. To familiarize those concerned with the subject and encourage wider use of this type of curriculum improvement, the book contains a 43-page account of an experimental one-week training institute.

Copies of *Research for Curriculum Improvement* may be obtained from Association for Supervision and Curriculum Development, National Education Association, 1201 16th Street, N. W., Washington 6, D. C. 350 pp. \$4.

Eighteen Teachers Complete Driver Education Course

Eighteen teachers have just completed a course in driver-education in Asheboro, according to Carlton Fleetwood, associate in safety education in the State Department of Public Instruction. These classes, which were initiated at the request of Superintendent Boger of Randolph County, began on January 23, and concluded March 6. There were four classroom meetings of four hours each, as well as two full Saturday morning practice driving sessions.

Thirteen of those enrolled in this course were from Randolph County; four from Davidson County; and one from Lee County.

"Every teacher in this course," Mr. Fleetwood stated, "displayed unusual interest and enthusiasm for learning techniques for helping students to become more responsible drivers. Each of the teachers concluding this course hopes to teach driver-education next year in one of the counties involved."

Mr. Fleetwood stressed the point that throughout the course, attitudes towards safe driving habits were emphasized at all times. "Safe driving habits are impossible without proper attitudes, no matter how technically-skilled the driver may be," he emphasized.

Superintendents throughout the State may request courses similar to these through the State Department of Public Instruction, provided approximately twenty teachers are interested in pursuing the course.

Who Is Liable, When, Under What Conditions

When it comes to bringing law suits against school people and school authorities, it is always open season. The number of cases in the courts involving the interests of education run into thousands each year.

From *Edpress News Letter*, here are a few of the more recent cases and decisions affecting the public schools:

The septic tank: A North Carolina board of education constructed a sewage system, employing a septic tank, for one of its schools. A homeowner nearby complained in court that the septic tank polluted the spring from which he got his water and thus made his home uninhabitable. The courts agreed. The final decision held that the board of education had caused damage to the property and was required to compensate the aggrieved homeowner. (*Eller v. Board of Education*, 242, NC, 584, 89 S. E. 2nd, 144, 1955.)

The tumult of school children: The city of Lynchburg, Va., built a playground and stadium, much used by public school children, near a group of homes. One of the property owners complained in court, charging that the noise and disorder of the children made the neighborhood less desirable. The court ruled against the property owner, saying the whole question of damage to the neighborhood and property was a matter of taste. "Some people like to live near a playground." (*Lynchburg v. Peters*, 156 Va. 40, 157 S. E. 769.)

Flip of the knife: A metalcraft shop teacher in California decided to take his class out on the lawn to review a safety test because the shop itself was too noisy. On the way out one of the students picked up a homemade knife. The 28-or-so students sat in semicircle around the teacher. The boy with the knife began to flip it into the ground and soon others took turns. During one of the throws, the knife hit a student's drawing board, bounced, and put out his eye. The parents sued; the court found the teacher liable. The reasoning of the court was that when a teacher is in control of a class he must exercise control; that he cannot close his eyes to what is going on; and that he must exercise prudence in preventing accidents. (*Lilienthal v. San Leandro Unified School District*, 293 P, 2nd 589, Cal App., 1956.)

Off the wall: In Wisconsin, a school child fell off a retaining wall on the school grounds to a concrete sidewalk. The parents sued, not the school district, but the members of the board

of education, charging that they had failed in their duty to keep the school grounds in a safe condition. Now, it is an important principle of law that officers must carry out their duties as prescribed by law or be found liable. The Wisconsin courts, however, said that the failure to provide railguards, which might have prevented the child's fall, was "discretionary," and not essential in making the school grounds safe. The child's parents lost the case, but it was a close decision. (*Meyer v. Carman*, 271 Wis. 239, 73 N. W. 2nd 514, 1955.)

Education Committees Are Appointed

President of the Senate, Luther E. Barnhardt, and Speaker of the House, J. Kemp Doughton, announced the appointment of various committees on Friday, February 15.

The following senators were named to the Senate Education Committee: Crew, chairman; Rutledge and Martin, vice-chairmen; Bennett, Carroll, Cobb, Cooke, Dawson, Graves, Gentry, Henkel, Jones, Jordan, Kirkman, Lanier, McMichael, Owens, Rose, Stephenson, and Thomas.

Speaker Doughton appointed the following members to the House Committee on Education: Yarborough of Franklin, chairman; Hargett, Rodenbough, and Wilson of Caswell, vice-chairmen; Anderson, Askew, Blue, Bowman, Burgess, Burleson, Coates, Combs, Crawford of Swain, Dellinger, Dill, Etheridge, Gaither, Gavin, Gregory, Griggs, Harriss of Rowan, Hicks, Holcombe, Holmes, Hughes, Johnson, Jones of Ashe, Kiser, Leake, Lloyd, McCrary, McKnight, Philpott, Powe, Randall, Satterfield, Shreve, Thompson, Turner, Uzzell, Vogler, Wall, Wallace, Watkins, Womble of Wake, and Woodard of Wilson.

Speaker Doughton also named a Committee on Higher Education composed of the following members: Womble of Forsyth, chairman; Long and Uzzell, vice-chairmen; Brock, Buchanan, Craig, Eggers, Ferreebe, Harris of Wake, Hicks, Hill, Kerr, Murphy, Parker, Snapp, Speight, Stone, Taylor, Turner, Umstead, Vann, Whitley, Williams of Pasquotank, Williams of Yadkin, Wooten and Yarborough of Cumberland.

Martin Receives Degree In Industrial Education

A. Wade Martin received his Master of Science degree in Industrial Education from North Carolina State College, January 28.

Mr. Martin is assistant supervisor in Trades and Industries in the North Carolina Department of Public Instruction. The title of Martin's thesis was "An Educational Approach to the Training of Looper Operators with an Evaluation of Its Effectiveness." More than 50 North Carolina plants cooperated in the study.

Prior to coming to the State Department of Public Instruction in 1954, Mr. Martin was connected with the Leaksville-Spray public schools in the vocational education department, and was responsible for textile education in this community.

Hoffmann Helps Develop Music Test for Teachers

Arnold Hoffman, State Music Supervisor, served recently with four other music supervisors from other states in the development of a test in music education for the National Testing Service of Princeton, N. J.

The test will be an optional part of the National Teacher Examinations given regularly throughout the nation to college seniors preparing to teach and to applicants for positions in many of the large city school systems.

Hoffman also attended a conference in Washington, D. C., on January 16-18, called by the U. S. Commissioner of Education, to study "the role of the special teacher in the elementary school."

Dr. Fink Appears on Panel For Better Mental Health

Dr. R. M. Fink, Consultant in Mental Hygiene, School-Health Coordinating Service, joint agency of the State Department of Public Instruction and State Board of Health, is one of five panelists to discuss the topic, "When to Call the Psychiatrist," at the 1957 National Health Forum. This National Forum on Better Mental Health will be held March 20-22 at Cincinnati, Ohio.

Dr. Fink was also one of the speakers at the Seventh Annual Institute of Human Growth and Development, which was held in Greenville, S. C., on February 11-12. Dr. Fink's topic was "Now, It's Up to You."

The Attorney General Rules . . .

Use of Supplemental Tax Funds; Qualifications for Membership on County Board of Education

In reply to inquiry: In your letter of January 28 you state that some eight or ten years ago the _____ School District voted a special tax providing for the music and athletic programs and to supplement the salaries of teachers. You state that the question now arises whether under the present law these tax funds may be used to supplement any other items of the Current Expense Budget.

You also state that at the time one of your nominees for the County Board of Education was nominated in the primary, he was an employee of the County Board of Education. You seek the views of this office as to whether that fact will disqualify this nominee for service on the Board under the provisions of Article 5, Section 8 of the 1955 School Law.

Dr. Carroll, State Superintendent of Public Instruction, in receipt of an inquiry similar to your first question from County Superintendent _____, Mr. _____ enclosed with his letter a copy of a notice of the special election held May 1, 1945, in which it was stated that the question was whether there should be levied a special tax not to exceed 20¢ "for the purpose of supplementing State School Funds for teachers' salaries for the nine months term and to provide instruction in music and to provide material and instruction in physical education."

As to your first question, the supplemental tax was voted under the provisions of the Statute formerly codified as G. S. 115-362. That Statute, first enacted in 1932, provided that any local district in a county Administrative Unit having a school population of 1,000 or more might vote a supplemental tax "in order to operate schools of a higher standard than provided by State support, or to employ additional vocational teachers, or both." The Statute now codified as G. S. 115-116(1) provides that supplemental taxes may be voted "to supplement the current expense funds from State and county allotments

and thereby operate schools of a higher standard by supplementing any item of expenditure in the school budget. When supplementary funds are authorized by the carrying of such an election, such funds may be used to employ additional teachers, other than those allotted by the State, to teach any grades or subjects or for kindergarten instruction, and for making the contribution to the Teachers' and State Employees' Retirement System of North Carolina for such teachers, or for any object of expenditure."

The question posed by you is whether the broader language in the 1955 Act can be construed to enlarge the language of the 1939 Act in those cases in which the tax has been voted under the 1939 Act. It seems to me that the answer depends upon the language of the proceedings under which the supplemental tax was voted. Since in this case the people voted the supplemental tax only "for the purpose of supplementing State School Funds for teachers' salaries for the nine months term and to provide instruction in music and to provide material and instruction in physical education," it is the view of this office that these supplemental tax funds may be used for no purposes other than those specified in the proposition voted upon by the people. In other words, it is thought that the provisions of G. S. 115-116(1) apply to only those elections called and held after the effective date of the 1955 Act. It is my view that the foregoing statement is not modified by the provisions of G. S. 115-80(2).

As to your second question, Article 5, Section 8 of the 1955 School Law, now codified as G. S. 115-25, provides that no person, while serving as an employee of the schools, shall be eligible as a member of a county or city Board of Education. However, members of the county Board of Education are appointed by the General Assembly and the mere fact that at the time of his nomination last May a nominee was serving as an employee of the schools would not disqualify him from serving on the county Board of Education if he resigns his em-

ployment prior to his qualification as a member of the Board next April.—Attorney General, February 1, 1957.

Title to School Property

In reply to inquiry: With your letter of February 6 you enclosed copy of a letter from Mr. _____, Superintendent of _____ County Schools, addressed to Mr. John L. Cameron, Director of the Division of School Planning. In Mr. _____'s letter he states that the Board of Commissioners of _____ County has agreed to allocate approximately \$20,000 for the construction of a school bus garage to be located on property now owned by the County Commissioners. He seeks guidance as to whether the County Commissioners should convey the property in question to the County Board of Education.

Section 6, Article 15 of the 1955 School Law, now codified as G. S. 115-130, provides that the building of all new schoolhouses and the repairing of all old schoolhouses shall be under the control and direction of, and by contract with, the Board of Education in which such building and repairing is done. The Statute now codified as G. S. 115-31 provides that county and city Boards of Education shall make no contract for the erection or repair of any school building unless the site upon which it is located is owned in fee simple by said Board.

While I find no decision of our Supreme Court construing the foregoing language, it is thought that the expressions "schoolhouses" and "school buildings" include all school facilities such as school bus garages. Therefore it is thought that if the building is to be erected under the control and direction of and by contract with the County Board of Education, the Board of Commissioners should convey to the Board of Education title to the site. On the other hand, if the Board of Commissioners is planning to construct the building on land owned by it and simply allow the Board of Education to use the property, I can see no reason for a transfer of title.—Attorney General, February 8, 1957.

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, March, 1952)

The new bulletin on Physical Education has just been received from the printer and shipment to county and city superintendents has been made, according to L. H. Jobe, Director of Publications, State Department of Public Instruction.

Ten Years Ago

(N. C. Public School Bulletin, March, 1947)

Governor R. Gregg Cherry, in his biennial message to the General Assembly of 1947, stated that the public schools is the "greatest problem you will face."

Mrs. Mary Peacock Douglas, School Library Adviser of the State Department of Public Instruction since 1930, has resigned as of July 1, 1947, to accept a position with the Raleigh public schools as Supervisor of Libraries.

Fifteen Years Ago

(N. C. Public School Bulletin, March, 1942)

Jesse O. Sanderson, principal of the Methodist Orphanage School which is a part of the Raleigh City Administrative Unit, has been appointed as Superintendent of the Raleigh Schools to succeed Claude F. Gaddy, who resigned on February 1 to become Administrator of Rex Hospital.

J. Warren Smith of the North Carolina State College faculty has been appointed as State Director of Vocational Training for Defense Workers and as such becomes a staff member of the State Department of Public Instruction.

Twenty Years Ago

(N. C. Public School Bulletin, March, 1937)

Bibliography No. 43, "Good References on Elementary Education Teaching Methods," is the title of a little booklet recently issued by the Office of Education, Washington, D. C. This booklet was compiled jointly by Miss Hattie Parrott of this Department and Miss Martha R. McCabe, Assistant Librarian of the Office of Education.

This office takes pleasure in announcing the appointment of Miss Virginia Ward as Assistant State Supervisor of Home Economics Education.

We Recommend

that a new look be taken at the entire question of how much money this society should spend on education. In view of the recommendations of this Committee concerning the objectives of education, teachers, and buildings, it seems obvious that within the next decade the dollars spent on education in this Nation should be approximately doubled. Such an increase in expenditure would be an accurate reflection of the importance of education in this society. The exact sources of the necessary funds will be determined more easily when there is more public agreement that the funds must be provided, and more vigorous determination to do something about it. In the opinion of this Committee, money for schools must continue to come from all three levels of government, with a portion of funds for school buildings being made available by the Federal Government on an emergency basis. Good schools are admittedly expensive, but not nearly so expensive in the long run as poor ones.—*White House Conference on Education.*

Tar Heel State Folder Published

A widely accepted story of how North Carolinians came to be called Tar Heels, the "Tar Heel Toast," a brief history of the State and the stories of its flag, motto, Great Seal, song and illustrations in full color of North Carolina's official State flower and bird are contained in the 1957 edition of "The Tar Heel State," just published by the State Advertising Division of the Dept. of Conservation & Development and obtainable free on request.

The 8-panel folder also has a map, in color, showing the 100 counties and surface divisions of the State, and pictures of the Capitol and Blue Ridge Mountains in full color.

The new publication was produced primarily for use as a general background source in connection with other literature in acquainting students with the opportunities for employment and advantages of living in North Carolina. It is being distributed through schools and libraries both within and outside the State. It is used in combination with another Advertising Division publication, "Facts About North Carolina," a current statistical summary.

MAKING TODAY'S NEWS

Surry. Franklin Elementary School burned down two miles west of Mount Airy early today—leaving 720 happy children schoolless, bookless and, apparently, friendless in their clamoring for a long vacation. *Raleigh News and Observer*, February 7.

Mecklenburg. A tank truck skidded into the rear of a loaded bus near here this morning on a rainslick highway, injuring four junior high school students, one of them seriously. *Kinston Free Press*, February 5.

Brunswick. "The people of North Carolina have a moral obligation to take the teachers of the State off the financial cross," Claude H. Farrell, director of lay relations for the North Carolina Education Association, declared here (Leland) today. *Wilmington Star News*, February 1.

Budget Recommendations Include New Programs

Budget recommendations submitted to the General Assembly of 1957 contain two new programs in the field of education: (1) vocational-technical centers of less than college grade for training adults in vocational and technical skills, and (2) technical institutes of college grade.

For the first program, "Appropriations of \$75,000 the first year and \$150,000 the second year are recommended to provide operation of not less than three such schools to be established during the biennium in connection with the public school system. . . . The proposed program would, for the most part, be concentrated in selected public school units at different locations over the State and would be designed to accommodate adults in attendance areas of approximately 25-miles radius."

Under the second new program, "uniform first year of college-grade technical institute work is recommended for State support under a grant-in-aid formula at the community colleges at Charlotte, Wilmington, and Asheville. A full two-year college-grade technical institute program is recommended for State support at the Gaston Technical Institute at Gastonia and at a site to be selected in eastern North Carolina."

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PUBLIC SCHOOL BULLETIN

April, 1957

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 8

Writer Learns Goals of Modern Education; Lack of Understanding Causes of Criticism

Today's teaching methods have come in for a lot of criticism—"too much play"; "too many frills"; "can't spell"; not enough of the three R's; and many others—all of which seemingly point to some failure of the public schools.

Falcon O. Baker, writing in *Red Book* for January, appeared to have somewhat this same feeling when he learned that his son was in the third reading-group, the very lowest. Since he couldn't believe it, he proceeded to look into the matter. A visit to little Eddie's school convinced him that he had seen "a remarkably effective job of baby sitting."

Baker didn't stop at this visit, however. He talked with Eddie's teacher and principal; he read books and discussed educational theories with professors of education and many others. He came out of all this "with a healthy respect for the kind of education Eddie was getting. And I now realize," he says, "that much of the criticism of our schools—including my own initial reaction that 'something was wrong'—springs from a lack of understanding of what the schools are trying to accomplish.

"At one time the sole aim was literary—teaching the child to read and write and figure. Today the aim is to develop socially-responsible citizens who will lead useful and happy adult lives."

"Mastery of the skills is important," Baker says, "but not all-important. . . . Most schools today accept the emotional development of the child as part of their responsibility. Not all schools are successful. Many need better-trained teachers and smaller classes, and better methods."

Among the goals of modern education, Baker found the following:

- Teaching the three R's—not as an end in themselves, but as tools for achieving other goals.
- Instilling a sense of good citizenship and moral conduct.

- Training in health and safety practices.
- Guidance toward emotional stability and mental health.
- Developing the skills and knowledge necessary for earning a living.
- Helping the child discover profitable leisure-time interests.

When he considered these broad purposes of education, Baker realized that his Eddie was *learning*.

"When Eddie stood before his class and discussed his stamp album, he was overcoming his shyness in public; he was learning to express his thoughts; he was gaining self-assurance by taking pride in the stamps he had collected. When he gathered the milk cartons, he was taking part in the work of the community. When he helped Betsy with her drawing, he was learning the advantages of working together. When the class made illustrations of the trip to the dairy farm, he was learning about industry, health, science."

Finally, it is worth quoting, Baker said, "When I examined Eddie's school in the light of these goals of modern education, I found it was far from perfect, just as no school is perfect. Blanket criticism—or praise—of American schools is impossible, for each differs in the policy of the local school-district, in the abilities of the principal and the teachers, and in the money available for carrying out the program.

"To be more successful," he continued, "our schools need many things—more teachers and better-trained teachers, smaller classes, more buildings and better equipment. When they fail to achieve their goals, our schools need constructive criticism. But criticism is of little value if the critics don't first understand what the schools are trying to do."

State's Classroom Need: \$150 Million by 1960

Construction or renovation of 10,480 classrooms by 1960—at a cost of 150 million dollars—is needed by public school systems in North Carolina, according to a survey conducted by Southern School News, official publication of Southern Education Reporting Service.

Where the money is to be raised by school bond issue, high interest rates, ranging up to 4 per cent, are anticipated, the survey shows. Interest rates and bond sales prospects will also be affected by the controversy over school desegregation.

Fires and Accidents Account for 4 Deaths

A crippled nine-year old boy, Larry Adams, was burned to death in a fire which destroyed the Flat Rock Elementary School, Surry County, on February 23. The boy's teacher, Mrs. Cora Beasley, died later in a hospital from burns sustained in an effort to save her pupil.

Only sixteen days before, fire had leveled the Franklin Elementary School in the same county. No lives were lost there.

The Flat Rock school was insured at \$112,000. Value of the Franklin school was placed at \$135,000.

On February 27 the Washington Colored Elementary School burned to the ground. This fire was discovered about 6 a.m., and so none of the 620 pupils were in the building. Contents and building were valued at about \$250,000.

A pilotless Navy jet fighter crashed into a school bus garage on February 21 at the Perquimans County High School at Hertford fatally injuring bus mechanic, J. Van Roach. The pilot, who had bailed out, was also killed when his parachute apparently failed to open. In recent months there have been several school bus wrecks, but fortunately there were no fatalities.

Superintendent Carroll Says...

1907:

"Without the vitalizing touch of a properly qualified teacher, houses, grounds and equipment are largely dead mechanism. It is the teacher that breathes the breath of life into the school. Better schools are impossible without better teachers. Better teachers are impossible without better education, better training, and better opportunities for them to obtain such education and training. Better education and better training and the utilization of better opportunities for these by teachers are impossible without better pay for teachers. Reason as we may about it, gush as we may about the nobility of the work and the glorious rewards of it hereafter, back of this question of better teachers must still lie the cold business question of better pay."—J. Y. Joyner, State Superintendent of Public Instruction.

1957:

The same is still true.

A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or, perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives. —James Madison.

Did you know that 117,046 children were born in North Carolina in 1956?

A high school education is necessary in order to get a job in any of today's 71 occupations in which there are shortages, the United States Departments of Labor and of Health, Education, and Welfare stated recently.

In this world of ours, we are fundamentally in a race between education and catastrophe; either we will have sufficient knowledge with which to solve our national and international problems, or the catastrophe of an unwelcome tyranny is bound to overcome us in our ignorance. That's why our free public school system is the great hope of our future preparedness, and really, the hope of the free world. —General Omar N. Bradley.

We may discover our duty from the trust placed in us. Parents commit to us their richest treasures, their dearest hopes. Theory without practice will be mischievous; and practice without theory must, of course, be at random. Every mind therefore, requires a mode of treatment somewhat different from that which is suitable for any other mind. Every new pupil is not only a new lesson; but a new book, which the teacher must study and a book, too, in which pages are continually unfolding, which requires a new analysis, and frequently compelling a change of estimate and consequently a change of procedure, in regard to the whole matter.—William H. M'Guffey, 1859.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction

EDITORIAL BOARD
L. M. JOBE, J. E. MILLER
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Vol. XXI, No. 8

April, 1957

Editors and Teacher Pay Increase

Editors of the State's newspapers as a whole favor an increase in the salaries of teachers and other school employees. The following are a few random samplings of editorial opinions during recent months:

"Whatever the size of the pay increase, it is clear that it should be sufficient to maintain the standards and the morale of the public schools." —Asheville Citizen.

"If teacher pay needs to be improved as a means of bettering the educational program of the State as a whole—and thousands of voices are echoing this cry—then they must be improved on an equal basis of Statewide distribution."—Shelby Star.

Higher Interest

Higher interest rates and increased labor and materials costs are causing an increase in the costs of school buildings. There is nothing perhaps that can be done about any of these factors of increased costs, but maybe another method of financing school capital outlay could be found.

John Alexander McMahon, in the March issue of *Popular Government* proposes a way which deserves consideration by boards of education and county commissioners. That is to provide annually for the needs anticipated by increased enrollments and for replacements of obsolete buildings and other capital outlay needs. By this method, McMahon states, the taxpayers would save about 50 per cent on what ordinarily would be paid out in interest. "Contrary to the belief in some counties," he said, "the County Fiscal Control Act does not prevent this accumulation of funds in anticipation of needs."

Well, the idea is not new. Members of the staff of the Department of Public Instruction have advocated annual levies for a capital outlay fund to meet future needs. Now, that interest rates have risen as a result of the nation's tight money policy, more boards of education

"This Legislature, having taken care of the salary needs of members of the Council of State, must now make sure that the money is available to give teachers and other State employees their due." —Smithfield Herald.

"In the matter of teacher salaries, they deserve more money even though it will cost all of us more money. We want good teachers. To have them we must pay. And the majority of us are quite willing to recognize these facts."—Concord Tribune.

"Our thoughts are mainly of the classroom teachers. We feel that we have not given them the consideration they deserve." —Washington Daily News.

should give careful consideration to a plan of meeting capital outlay needs without resorting in so far as possible to bond issues which require large payments in interest.

Job To Be Done

The organizational meeting of the North Carolina Citizens Committee for Better Schools took for its theme: "The Job To Be Done."

In terms of goals, this theme was expressed two-fold:

- (1) To help North Carolinians realize how important our public schools are to our expanding democracy.
- (2) To arouse in each community the intelligence and will to improve our public schools.

In terms of application to the goals, the State Committee had for discussion the topics: "Organizing for Better Schools at the Local Level" and "Getting the State Committee Off to a Good Start."

These are worthy goals, which the Commission is now beginning to implement on the local level by the organization of local citizens committees for better schools. With such grassroots interest, we may expect really "better schools" in the years ahead.

Uneducable?

Should a truant or difficult teenager be allowed to leave school and go to work?

Educators and youth specialists have been debating this question in many communities. Some contend that allowing troublemakers—who actually comprise a small percentage of the total enrollment—to leave school would prove a blessing to the unwilling pupils, their harassed teachers and to the rest of the student body.

But what happens to the youngsters who are excused from school? Do they get jobs and settle down? Or are they still causing trouble?

To get the answers to these questions, the New York City Board of Education's Bureau of Child Guidance recently studied a group of 15-year-olds who were exempted from school and recommended for special employment certificates. (Under the state's compulsory education law, students must attend day school until they are 16.)

Reports Jean A. Thompson, acting director of the bureau: School exemption appears to be an unsatisfactory method of handling difficult pupils.

Fewer than 10 per cent of the youngsters studied actually secured jobs. Sixty per cent were still unemployed after they had reached the minimum age of 16, when they were eligible for regular employment certificates. More than half of the group were causing trouble. Some teenagers were arrested for car stealing, assault and robbery.

The study, Dr. Thompson says, "clearly shows the need for earlier recognition and sustained guidance for these youngsters." This means that the schools must do more with these youngsters in school by strengthening the different bureaus working to prevent delinquency, introducing special curriculums and adding more remedial teachers to the staff.

Sums up the report: Throwing troublemakers out into the community, "where many do little more than roam the streets and create disturb-

(See UNEDUCABLE, p. 4)

Southern States Make Educational Progress

Educational progress is being made in various States of the South, according to a recent report issued by the Executive Committee of the Southern States Work Conference.

The following highlights from the reports of each of the states other than North Carolina which make up this conference were presented in June 1956:

Alabama. The appropriations to education were increased by the 1955 Legislature from \$84,741,522 to \$118,082,457 (including a provision \$4,500,000 to finance a bond issue for school building). This was later reduced by \$7,500,000.

Kentucky. The newly enacted budget provides \$54,785,500 for the Foundation Program in 1956-57 and \$57,785,500 for the year 1957-58.

Louisiana. The state government appropriated approximately \$112,000,000 last year for public education. Teachers' salary minimums ranged last year from \$2,800 for beginning teachers with a Bachelor's degree to \$4,800 for a teacher with a Master's degree and 19 years of experience.

South Carolina. The 1956 General Assembly appropriated approximately \$52,000,000 for the operation of public schools. Through May of 1956 money for building purposes has been allocated as follows: White schools, \$74,106,000; Negro schools, \$67,196,000.

Tennessee. The General Assembly of 1955 enacted legislation directing the State Legislative Council with the assistance and cooperation of the State Department of Education and the office of the Director of the Budget to conduct a survey of education.

Texas. A good many study committees are employed in studying various aspects of education; accreditation, teacher education, local administration organization, adult vocational education, educational television, teacher recruitment, graduate requirements, use of school properties and personnel, conversation education, school administration, and junior colleges.

Virginia. Total appropriations for schools for the biennium: \$135,576,275. Increased appropriations permit 1,201 new teaching positions the first year and 2,360 positions the second year of the biennium. The value of school property has increased from approximately \$200,000,000 in 1949-50 to approximately \$450,000,000 in 1955-56.

Georgia. For public schools, the appropriations was increased from \$106,000,000 to \$122,000,000.

Recipe for Happiness

"Take 12 full months and see that they are thoroughly free from all memories of bitterness, rancor, hate, and jealousy. Cleanse them completely from every clinging spite; pick off all specks of pettiness and littleness.

"Divide each of those months into 28, 30, or 31 parts. Do not try to make up the year's batch all at one time, but prepare one day at a time, as follows:

"Into each day put 12 parts of faith, 11 parts of patience, ten parts of courage, nine of work (some omit this ingredient and so spoil the rest), eight of hope, seven of loyalty, six of liberality, five of kindness, four of rest (leaving this out is like leaving the oil out of salad), three of prayer, two of meditation, and one well-sprinkled resolution. To this add a dash of fun, a sprinkle of play, and a cupful of good humor."

Uneducable?

(Continued from p. 3)

ances," is no answer to the question of what to do with difficult pupils.

What holds true for the 15-year-old "uneducable" also stands, apparently, for the 15-year-old "dropout." In Washington, D. C., last month, the U. S. Employment Service reported that 2,000 youngsters in the district (16 and 17-year-old dropouts) cannot find jobs.

Interviews with officials of 258 top D. C. business concerns (who employ a third of the total non-governmental work force) disclosed that these youngsters do not know how to apply for jobs, do not have the proper work habits, have a "know-it-all" attitude, and can't spell, write, or add.

Says Carl F. Hansen, assistant school superintendent of D. C. schools: a new curriculum will have to be devised to meet the needs of these youngsters.

—Scholastic Teacher.

Material on Blasting Caps Sent to Supervisors

Elementary supervisors throughout the State have been mailed posters and printed material concerning blasting caps, which increasingly in recent years have caused injury to children in all areas of the State.

The poster material shows four pictures of blasting caps, and is labelled "Don't Touch Blasting Caps." The reading material on the reserve side is aimed at provoking class discussion.

Any school desiring material of this nature may secure it by writing John C. Noe, Adviser in Safety Education, North Carolina Department of Public Instruction, Raleigh.

Summer Jobs Available With Girl Scout Councils

Summer jobs with opportunities for personal enrichment and professional advancement are available to teachers at camps operated by nearly 650 Girl Scout councils in all parts of the United States, according to a recent announcement.

Girl Scout camp jobs enable teachers to augment qualifications for participation in the growing school camp program. Such jobs offer qualified women of all ages a chance to enjoy an expense-free summer with full maintenance plus salary, in the relaxed and informal atmosphere which characterizes Girl Scout camp life.

There are hundreds of openings, the announcement states, for properly qualified specialists at least 21 years of age, as Unit Leaders, Waterfront Directors, Food or Health Supervisors, and Business Managers. Program consultants also are needed in such fields as arts and crafts, nature, dramatics, sports and games. And thousands of counselors 18 or older are required to help make camping available to the fast-growing girl membership in the 7-through 17 age range. All these jobs provide full maintenance, plus salary which varies with experience and responsibilities.

For opportunities near home, candidates should get in touch with the nearest Girl Scout council, usually listed under "G" in the phone book. For work in other areas, write direct to Miss Fanchon Hamilton, Recruitment and Referral Adviser at Girl Scout National Headquarters, 155 East 44th St., New York 17, New York.

Former Staff Member Dies

Hattie S. Parrott, a former member of the State Department of Public Instruction, died March 1 at Rex Hospital, Raleigh, following several months' illness.

Miss Parrott resigned from the State office on July 1, 1948. She had been associated with the Department for 30 years. She first served as a member of the State Board of Examiners and Institute Conductors, forerunner of the Division of Professional Service, later with the Division of Supervision as one of the State Supervisors of Elementary Schools. At her retirement, she was Associate in the Division of Instructional Service which then was headed by the late Dr. J. Henry Highsmith.

Prior to her association with the State Department, Miss Parrott taught in several of the public schools of the State. Since retirement she had devoted time to professional work and traveling throughout the world.

Publisher's Consultant Spends Month in Schools

Helene Grossenbacher, language arts consultant for Row-Peterson and Company, spent the entire month of March in North Carolina working in twenty afternoon and evening conferences for language arts teachers. She was accompanied in her visits by various members of the State Department of Public Instruction and by Jack Henderson, Row-Peterson salesman for North Carolina.

Miss Grossenbacher's services were contracted as part of the general assistance provided by the company whose language arts books are used throughout the State. Schedules for the twenty conferences were arranged by A. B. Combs, director of the division of elementary and secondary education, through the several superintendents involved.

Workshops were held in the following counties: Wake, Alamance, Guilford, Surry, Davidson, Jackson, Robeson, Pitt, Nash and Halifax. City conferences took place in Hickory, Murphy, Asheville, Charlotte, Fayetteville, and New Bern.

While in North Carolina, Miss Grossenbacher conferred frequently with Dr. Vester M. Mulholland and other members of the committee appointed to revise the North Carolina language arts bulletin, grades 9-12.

Our Brightest Teen-Agers Are Not Bookworms

"Our brightest teen-agers are not bookworms; they are able students with a surprising number and variety of extra-curricular and community activities," according to John M. Stalnaker, President of the National Merit Scholarship Corporation.

Mr. Stalnaker drew his conclusion from a study of personal records of the "Merit Scholars of 1956" — a group of 556 college freshmen who were the winners of the largest private scholarship competition in U. S. history. They were selected solely on their demonstrated ability to benefit from college training. Some of the results of Mr. Stalnaker's study are in the first annual report of NMSC, a \$20.5 million nonprofit organization, which has just been released.

"These bright students," he observes, "come from every rank and station in the economy, indicating that brains and ability are, like gold, where you find them. Their fathers are everything from a barber, school principal and business executive, to a policeman, cook and executive vice-president."

A significant number of the Merit Scholars could not have gone to the college they are attending had not the Merit Scholarship helped bear the cost. Each scholarship is tailored to the individual financial need of each student, and the scholar is free to choose to attend any accredited college. The average Merit Scholar is requiring \$630 per year, or \$2,520 for the four-year course, in addition to the help his parents can provide, to stay in college. Almost 10%, however, require \$1,500 per year or more. One student, whose family is not able to help him, is attending a distinguished college at some distance from his home, where his annual help from his Merit Scholarship is \$2,200 per year.

"Over half of these students are enrolled in science or engineering courses. They apparently expect to pursue direct careers in these professional areas, since 29% expect to be researchers after they graduate, 23% plan to be engineers, and 17% intend to be teachers. Another 8% want a career in medicine. There is no question as to their preference for fields

involving technical training," reports Mr. Stalnaker.

"Another interesting point concerns where the bright students come from. It is generally supposed that the college aptitude tests, which we use in selecting them, tend to favor students from large high schools, usually located in metropolitan areas. Nevertheless, 71 of these Scholars come from high school classes of 50 or less, and only 82 from the really large schools with over 500 in the graduating classes."

The bright students seem to both concentrate and scatter in choice of college. Seventeen well-known colleges were chosen by half of the group. However, the other half scattered to 143 different colleges, ranging from very small liberal arts colleges to the big state universities. Privately endowed colleges were selected by 81% of the total group of winners.

While the students might have been expected to take advantage of the fact that their scholarships include allowance for travel expenses, thus selecting colleges far from home, such has not been the case, according to Mr. Stalnaker.

"Two-thirds of these students are in colleges within 500 miles of home, and one-third are less than 100 miles away. Only 5% are really 'seeing the country'—traveling over 2,000 miles to college."

The scholarship organization expects to follow the careers of the Merit Scholars closely, both while they are in college and after they graduate, according to Mr. Stalnaker.

"This year, 750 additional Merit Scholars will be selected, backed by \$3.75 million in scholarships provided by business and industry, including another hundred Merit Scholars from the Sears Foundation alone.

"By next fall there will be 1,300 Merit Scholars in college. From these brilliant youngsters and the several thousand to follow, we hope to gain a great many answers to the problems of finding and educating our most able young people. Through the years, this has always been important. Today, it may be a matter of survival."

Education on Verge of "Third Renaissance" Says Former Connecticut State Commissioner

Even accepting all its shortcomings and shortages, public education in this country stands on the verge of a "third renaissance." That's the opinion of Finis Engleman, former State Commissioner of Education of Connecticut, and now executive secretary of the American Association of School Administrators.

What is the basis for his optimism in the face of some serious crises? First, an overriding faith in the worth of the individual person and the American educational system. "Education, more than any other factor, has made this country strong," he says.

But his rosy-hued picture of education's future is based on such other concrete bits of evidence as:

1. PTA's and Citizens Councils throughout the country have now joined educators in working for better schools.

2. Newspapers, magazines, radio and television media are giving more attention to education and its problems.

3. The professional standing of teachers is growing. Despite a shortage of teachers, standards have not dropped, and in many respects have risen. "The teaching profession has lifted itself by its bootstraps."

4. Construction of schools is moving ahead — though not at the rate it should.

Education's "third renaissance" — its first was in the mid-19th century when free public schools were first established; the second came at the close of World War I, with the advent of new physical, social, and scientific knowhow — is a product of "outside forces and factors," says Dr. Engleman.

Impetus for the current upheaval is the new atom-powered world which grew out of the mushroom cloud 11 years ago when America touched off the world's first-known nuclear blast and a world grown small by modern means of communication and transportation. "Direction for that great age," asserts the new AASA head, "must come from education."

In addition to the hopeful signs which Dr. Engleman sees in public reaction and renewed interest in education, the educational system must bring about a number of new concepts on its own.

Among the areas of greatest concern, he believes, are:

• Educational programs must not be permitted to become obsolete,

We Recommend

That every possible step be taken to encourage the interest and activity of all citizens in school affairs. Citizen advisory groups, organizations of parents and teachers, education conferences, and all other means at the disposal of the people of a democracy should be utilized to keep the schools in close contact with the people. In the final analysis, it is only the public which can create good schools and nurture them. In the long run, schools must do what the public wants, and if no strong public will is made known, schools falter. Public interest in education is aroused only by knowledge of problems and intentions, can continue only if the public can play an active role in school affairs. —White House Conference on Education.

"There must be a setting of new priorities and re-definition of the values we seek."

• Ways must be found to keep teachers abreast of fast-moving technological developments. The subject of physics is a classic example because, he says, "so many physics teachers in the high schools still teach the theories they learned as students."

• Vocational education must redirect its stress by switching its emphasis "from training for trades to training for technical work."

But it is the subject of foreign language instruction which seems to tie the whole thing together for Dr. Engleman. "Foreign language in the schools must be taught as a working tool rather than as an exercise in mental dexterity," as it was once considered. There is, he points, a growing need for more widespread knowledge of foreign languages among Americans. The demand for American technical skill in foreign countries will be taking more and more Americans out of this country. "They will have to know the language of the country in which they work if they are to communicate with the people with whom they work." This interchange is bound to bring an important by-product — a lesson that people everywhere have dreams, ambitions, hopes, in short, a lesson in social equality.

NCCJ Announces 1957 Workshops

Through the Commission on Educational Organizations, and its 62 Regional Offices, the National Conference of Christians and Jews will cooperate with 33 colleges and universities in various parts of the nation in the conduct of inter-group and human relations education workshops during the summer of 1957.

Since 1941, when the National Conference assisted the Colorado State College of Education in setting up the first specialized workshop in the field of intergroup education, the National Conference has cooperated with more than 290 workshops in 60 of the leading institutions of the nation. In 1956 alone, 1500 educators and community leaders were enrolled in the 43 workshops with which the National Conference cooperated.

Four 1957 workshops in the Southeast are as follows:

American University, Washington, D. C.—June 17 to July 8.

Howard University, Washington, D. C.—June 17 to July 28.

University of Kentucky, Lexington, Ky.—June 12 to July 3.

University of Miami, Coral Gables, Fla.—June 18 to July 6.

Careful evaluation of the experience of those who attend each year furnishes conclusive evidence that these workshops have made a major contribution to the improvement of group relations in America.

The 62 regional offices of NCCJ cooperate with the various institutions in securing enrollment and providing modest amounts of scholarship aid. For full information, communicate with Dr. Herbert L. Seamans, 43 West 57th Street, New York 19, N. Y.

By the same token, schools must undertake to teach about the religious faiths, ideologies, customs and traditions of people in other lands, he asserts.

To help make the new world that Dr. Engleman envisions will first of all be the responsibility of the school administrator. It must start with administrators, says Dr. Engleman, "because if our educational leaders cannot build their own stature and professional competence then there is little likelihood that education can do the job that it must do." *Edpress News Letter.*

Federal Aid Plan Offers State Over \$14 Million

North Carolina would get \$14,615,000 in federal funds for school construction in each of the next four years under the program President Eisenhower has proposed to Congress.

This figure, amounting to \$13.01 per child, is estimated by the U. S. Office of Education.

The State's share of the federal total plus State and local matching funds of \$7,306,000 would amount to \$21,921,000 in funds for school construction each of the four years, or a grand total of \$87,684,000 for a four-year school building program.

Under the proposal, the federal allotment would be supplemented by State or local funds the first year and by State funds thereafter.

Greater Interest Shown in Academic Contests

More than 5,000 high school students from 294 high schools of the State participated in "academic contests" sponsored by the Extension Division of the University of North Carolina in 1956, according to E. R. Rankin of that Division. Compared with the year before this was a 25 per cent increase, or a 1,000 more students.

Academic contests, Mr. Rankin stated, have been given by the University since 1920, when the late Dr. Horace Williams suggested that these contests in subject-matter areas be originated. Last year, 1956, contests were provided for French; Latin I, II, and III, mathematics; physics and Spanish. Students from 62 more schools took the tests than in 1955.

The following table shows this comparison:

Subject	Schools		Students	
	1955-1956	1956-1956	1955-1956	1956-1956
French	38	56	552	736
Latin I	32	38	774	847
Latin II	27	36	564	772
Latin III	3	3	27	34
Math	64	84	990	1,386
Physics	40	50	550	792
Spanish	28	27	570	529
	232	294	4,027	5,096

Only in Spanish was there a decrease.

First place winners in 1956 were enrolled in the following schools: Physics, New Hanover High; mathematics, Lenoir High; Spanish, Charlotte Central; French, Greenville High; Latin I, Marion High; Latin II, Charlotte Central; Latin III, Edwards High (Asheville).

140 Attend Cooperative Science Conference Held at East Carolina College March 15

More than 140 chemistry students and their teachers met at East Carolina College, March 15, for a full day's conference pertaining to science—its subject-matter content and its vocational opportunities. This is the first such conference ever held in the State.

Counties participating in the conference were Pitt, Martin, Edgecombe, Wilson, Greene, Lenoir, Craven, and Beaufort. The symposium was sponsored by the Eastern North Carolina section of the American Chemical Society, East Carolina College, and the State Department of Public Instruction.

The purpose of the conference was to afford students and teachers the assistance of consultants from industry and education, an opportunity for sharing ideas on the ever-increasing importance of science in modern living. The conference was slanted toward pupil participation and understanding.

Personnel from DuPont included W. H. Rowland, J. M. Christens, J. E. Waltz, J. M. Griffing, R. E. Wilfong, and L. T. Cleary.

Also participating in the program was Henry A. Shannon, State adviser for science and mathematics, who made the opening remarks and later took part in a panel entitled "Preparing for a Science Career."

Others taking part in the program were J. D. Messick and J. O. Derrick, East Carolina College; N. Underwood, North Carolina State College; and R. Hollar, Atlantic Christian College.

According to Shannon, the conference was stimulating and decidedly helpful to those in attendance. "Certainly, we should repeat this type of conference in many sections of the State as soon as feasible," declared Adviser Shannon.

Better ways of becoming educated frequently include the cooperative approach. In this instance, the teachers and pupils of the public schools joined hands with several colleges, industry, and the State Department in carrying on a top level conference from which everyone seems to have profited. A splendid idea!

Buncombe Supervisor Says "Art of Study" Should Be Taught in Public Schools

Many students fail in high school and college, do not make good grades, or take more time than necessary on preparation of their work, because they do not know how to study. This is the firm belief of Edward Warrick, Supervisor of Buncombe County Schools. He is of the opinion, therefore, that an orientation course on the "Art of Study" should be given to all students in the public schools and as early as the need arises.

Under the direction of Supervisor Warrick, the principals and teachers of Buncombe County prepared a pamphlet, "My Guide to Better Studying," which has been used in grades 7-12. According to Warrick, "Results are very encouraging, if evaluation may be based on the interest and enthusiasm shown by principals, teachers, and pupils."

A brief summary of these suggestions is as follows:

1. Keep yourself physically and mentally fit.
2. Make a definite time schedule for all tasks and follow it.
3. Have a definite place for study with proper heat, light, ventilation, and quiet surroundings.
4. Be sure you understand each assignment.
5. Definite steps to take in the preparation of an assignment.
 - a. Collect all references, materials, or tools necessary.
 - b. Concentrate on the work to be done; do not day dream.
 - c. Select and organize the main points relating to the assignment.
 - d. Memorize or practice on the difficult points until mastered.
6. Review and check to see that you have accomplished the aim or purpose of the assignment.
7. Develop these study habits:
 - a. Learn to take notes of important points.
 - b. Learn to use the index and table of contents of a book.
 - c. Learn how to use the library.
8. Develop an interest in your work, and a confidence in your ability to do it.
9. Have short periods of relaxation.
10. Let the knowledge you have learned be used daily in your study and in your work.

MANY PUPILS RIDE TO SCHOOL AT PUBLIC EXPENSE

the average annual cost per pupil transported

North Carolina, as will be noted in Table 1, handled more pupils (477,031) than any of the sixteen, but Texas had the largest number of vehicles (8,090). It is estimated that in 1955-1956 nearly half of the Tar Heel State's public school enrollment was transported at public expense by the use of over 7,500 buses.

But Madison didn't have the highest cost for personal service. The range on this item was from 4.3 cents in Hoke to 7.7 cents in Rowan and Yancey. A comparison in these units shows the following:

In 1955-56 more than 7,500 school buses were used to haul 488,789 pupils at an estimated average annual cost per pupil of \$15.45—a cost not much greater than it was 30 years ago. These 7,500 buses, serving 1,650 schools, traveled approximately 273,000 miles daily, or 11 times the circumference of the earth.

the average annual cost per pupil transported.

Cost per mile of operation, as shown in Column 7, ranges from 8.2 cents per mile in Hoke to 13.2 cents per mile in Madison. There may be factors other than the three used in analyzing these costs; but considering the breakdown on the three given in Columns 8, 9 and 10, the comparison for these two units is as follows:

Personal Service which includes salaries of drivers and mechanics, and principals' bus travel	4.3c	6.0c
Gas, oil, grease and anti-freeze	2.0	3.0
Repair parts, tires and tubes, license and title fees	1.9	4.2

But Madison didn't have the highest cost for personal service. The range on this item was from 4.3 cents in Hoke to 7.7 cents in Rowan and Yancey. A comparison in these units shows the following:

Total	8.2c	11.7c	12.9c
Personal service	4.3	7.7	7.7
Gas, oil, etc.	2.0	2.2	2.7
Repair parts, etc.		1.9	1.8
			2.5

Milage cost of gas, oil, grease and anti-freeze ranges from 1.7 cents in Montgomery to 3.2 cents in Granville. Average for the State was 2.3 cents a mile.

Comparison of costs in these two counties follows:

Total	9.2c	11.7c
Personal service	5.9	6.9

Montgomery Granville

(From Circular No. 484, U. S. Office of Education)

(From Circular No. 484, U. S. Office of Education)

State	No. Pupils Transferred	Total Expenditure	Total Buses	Number Vehicles Used Publicly Owned	Privately Owned	Expenditures Excluding Capital Outlay	Average Per Pupil
Alabama	220,401	4,481	4,349	132	4,050	\$6,954,907	\$21.71
Arkansas	*213,691	3,007	3,000	97	2,820	2,657,650	*\$9.17
California	*213,321	352	355	7	31	400,960	36.47
Oklahoma	*214,691	2,044	2,174	250	2,059	3,907,984	*\$20.03
Florida	256,721	4,689	4,544	185	4,615	10,136,686	28.58
Georgia	263,567	3,311	2,944	367	1,922	6,101,399	23.15
Kentucky	305,255	3,973	3,973	208	695	11,707,108	38.34
Louisiana	305,255	2,900	1,854	116	447	5,536,069	32.58
Maryland	170,664	2,000	1,784	116	497	5,551,854	*\$21.47
Mississippi	*258,533	4,585	4,292	83	3,464	**5,437,941	**\$21.47
North Carolina	*477,031	7,268	7,268		7,268		
Oklahoma	*254,217	3,513	3,353	160	3,194	6,250,946	*\$23.38
South Carolina	154,424	4,136	4,063	73	4,078	4,313,586	16.97
Tennessee	*233,981	3,503	3,086	410	*1,367	6,950,572	*\$21.35
Texas	*400,000	8,000	7,690	400	7,743	16,900,000	*\$42.25
Virginia	*373,515	3,750	3,765	45	3,163	7,566,662	*\$20.40
West Virginia	*211,366	1,662	1,589	73	1,603	4,244,540	*\$21.00

* Estimated. † Calculated in N. C. State Department.
** Not including replacements (our note)

* Estimated & Calculated in N C State Department.

** Not including replacements (our note).

RIIP/II TRANSPORTATION AT PUBLIC EXPENSE. 1955-56

[illegible]

Cost of operation however however

in the neighborhood of \$15 to nearly \$19.

Table III

Table III gives information in regard to transportation at public expense in the 100 county units for the year 1935-1936. Basic data for this table were compiled from the transportation supervisor's final reports. The purpose in collecting this information was to determine the actual costs of operation of the transportation systems in the several counties and in so far as possible to aid in increasing the efficiency of operation in those units that appeared to have "varying" costs.

For this comparison the "cost per mile" has been taken as the unit of measurement. Actual operating costs were used rather than total expenditures which include stock inventories. There is also presented for each unit

average was 2.3 cents.

Comparison of the two counties on all costs shows the following:

	Currituck	Beaufort
Total	8.4c	12.8c
Personal service	5.3	5.9
Gas, oil, etc.	2.0	2.8
Repair parts, etc.	1.1	4.1

As will be noted there were wide differences in mileage costs in the 100 administrative units. There are perhaps many reasons for these variances in costs—condition of route, age and year of bus, weather conditions, number of stops, and need for repair parts. There appear to be reasons also why differences should not be as great as they are between some units. By carefully watching costs, however, transportation supervisors will be able to determine the situation with respect to their own bus systems.

II. NORTH CAROLINA PUBLIC SCHOOL TRANSPORTATION, 1925-1936

Year	Schools Served	Vehicles Used	Miles of Route	Pupils Trans.	Operation Costs	Annual Cost Per Pupil
1925-26	2,317	51,869	57,283	\$1,302,719.92	\$14.93	
1926-27	2,576	68,821	111,725	1,551,117.92	14.15	
1927-28	1,038	78,523	136,980	1,676,441.68	12.94	
1928-29	1,118	95,662	165,328	1,929,252.99	12.67	
1929-30	1,296	4,046	108,001	1,814,494	12.53	
1930-31	1,170	4,240	200,416	2,174,153.18	10.85	
1931-32	1,218	4,418	237,000	2,001,354.25	8.13	
1932-33	1,269	4,502	240,147	1,967,387.44	8.01	
1933-34	1,253	4,082	230,716	1,927,585.82	7.94	
1934-35	1,024	3,752	226,775	1,939,985.89	7.94	
1935-36	1,282	3,974	329,833	2,099,567	7.33	
1936-37	1,321	4,069	392,857	2,267,988	7.33	
1937-38	1,404	4,176	441,677	2,360,541	6.82	
1938-39	1,447	4,334	446,990	2,570,495.98	8.35	
1939-40	1,469	4,326	534,362	2,631,616.93	7.23	
1940-41	1,358	4,727	530,806	2,631,679.76	7.71	
1941-42	1,435	4,896	623,250	2,352,671.63	7.06	
1942-43	1,409	4,897	687,591	2,322,804	7.33	
1943-44	1,317	4,826	664,474	2,366,409.11	7.33	
1944-45	1,397	4,852	669,467	2,696,491.17	8.67	
1945-46	1,364	4,897	3,600,159.04	3,000,904	11.96	
1946-47	1,360	4,937	3,688,809.59	3,068,191	13.57	
1947-48	1,459	5,214	3,341,170	3,502,614.78	15.87	
1948-49	1,505	5,489	3,484,100	3,450,986.28	15.46	
1949-50	1,538	5,846	6,539,196.20	6,539,196.20	17.66	
1950-51	1,568	6,173	6,110,739.16	6,110,739.16	17.44	
1951-52	1,563	6,315	6,486,983.39	6,486,983.39	15.79	
1952-53	1,580	6,739	7,356,501.56	7,356,501.56	17.47	
1953-54	1,642	7,043	7,978,652.28	7,978,652.28	18.50	
1954-55	1,649	7,293	7,304,078.76	7,304,078.76	16.07	
1955-56*	1,650	7,502	7,538,452.30	7,538,452.30	16.04	
Average	1,502	488,789	5,335,515.16	49,485,484	11.510	

* Including replacements. ** Estimated.

Chatham	87	4,412	10,338	35,410	9.0	15.4	21	36.3	77	42.5			
Cherokee	39	1,636	4,638.11	12,668	14,750	9.7	8.0	1.0	32.7	33	46.5		
Clay	19	1,376	15,059.49	10,077	14,750	9.7	8.0	1.0	32.7	33	46.5		
Cleveland	23	1,415	10,757.85	11,291	798,140	12.2	2.3	2.4	2.1	30.9	102.45		
Craven	148	7,715	56,218.41	12,227	567,452	9.2	2.3	2.4	2.1	30.9	102.45		
Cumberland	15	8,554	3,935.32	1,351	202,727	8.3	3.5	3.6	3.4	36	35.4		
Dare	13	1,674	9,333.31	13,392	100,552	9.3	1.9	1.9	1.6	28.0	20.337		
Darlington	10	8,554	66,095.45	8,201	559,397	11.0	4.0	4.0	3.6	58.2	158.456		
Davidson	10	7,293	97,485.92	12,211	588,116	10.1	2.0	2.0	2.4	30.2	158.456		
Davis	139	7,293	59,700.44	10,949	498,498	12.0	1.1	1.1	2.6	23.2	111	331.447	
DeKalb	14	5,239	77,485.92	1,727	611,759	11.1	2.0	2.0	2.4	30.2	158.456		
Edgecombe	34	5,239	59,700.44	10,949	498,498	12.0	1.1	1.1	2.6	23.2	111	331.447	
Franklin	34	1,440	15,166.76	13,355	551,775	11.2	3.3	3.3	2.6	34.7	124	97.4	
Gaston	1	7,837	66,095.45	8,201	559,397	11.0	4.0	4.0	3.6	58.2	158.456		
Gates	35	5,851	59,700.44	10,949	498,498	12.0	1.1	1.1	2.6	23.2	111	331.447	
Granville	34	1,517	12,866.36	14,133	623,157	11.7	3.2	3.2	2.3	26.3	86.9	54	54.9
Greene	38	3,292	20,709.39	12,381	497,029	11.1	2.6	2.6	2.0	23.9	95.9	35	35.9
Guilford	186	16,991	79,491.71	12,313	666,234	11.1	3.5	3.5	2.7	23.0	22.0	168	36.3
Harnett	11	7,903	68,113.62	11,935	769,182	12.1	3.9	3.9	3.0	23.9	172	14.9	
Haywood	59	5,238	112,669.08	7,711	356,746	10.2	2.1	2.1	2.0	18.1	103	44.5	
Henderson	58	5,238	112,669.08	7,711	356,746	10.2	2.1	2.1	2.0	18.1	103	44.5	
Hertford	58	5,238	112,669.08	7,711	356,746	10.2	2.1	2.1	2.0	18.1	103	44.5	
Hoke	33	1,333	40,323.74	13,334	334,418	10.3	2.0	2.0	1.9	30.2	84	84.8	
Hyde	11	6,390	71,466.39	11,935	666,706	10.8	2.4	2.4	1.8	19.2	137	46.7	
Jackson	41	2,998	38,586.39	9,937	290,979	10.0	2.4	2.4	1.8	19.2	137	46.7	
Johnston	136	9,893	20,323.42	12,239	1,033,177	11.6	6.9	6.9	7.3	47	72	44.0	
Jones	51	2,557	35,707.78	12,208	327,711	10.9	2.3	2.3	2.1	25.0	73	40.5	
Lenoir	106	6,105	70,704.4	11,600	607,018	11.7	2.6	2.6	2.0	24.6	137	44.6	
Lincoln	56	3,758	35,747.40	9,937	332,342	10.3	2.0	2.0	1.9	30.2	84	84.8	
Martin	53	3,718	55,338.03	14,838	417,238	13.2	6.3	6.3	4.0	25.4	80	40.6	
Mecklenburg	68	3,993	44,311.62	11,836	322,156	11.3	6.3	6.3	4.0	25.4	80	40.6	
McDowell	38	2,764	38,507.37	9,937	1,153,192	10.6	2.1	2.1	2.0	25.2	74	44.1	
Mitchell	136	2,764	38,507.37	9,937	1,153,192	10.6	2.1	2.1	2.0	25.2	74	44.1	
Montgomery	50	2,432	35,298.55	13,411	322,167	11.2	6.7	6.7	2.2	21.7	66	41.9	
Mooresville	116	7,661	86,348.94	11,356	760,710	11.3	3.9	3.9	3.1	30.3	308	36.8	
New Hanover	41	4,502	38,421.43	6,311	334,058	8.5	4.5	4.5	3.2	1.8	21.3	87	51.7
Orange	67	3,083	40,955.68	19,935	552,466	11.5	7.1	7.1	5.4	24.1	32.9	100	34.9
Pamlico	57	3,348	45,650.69	13,333	417,971	10.9	5.9	5.9	3.3	27	71	47.2	
Pasquotank	31	1,231	21,459.58	12,239	226,698	9.1	3.1	3.1	1.8	20	132	92.7	
Perquimans	53	3,221	32,756.76	13,346	430,451	10.1	6.1	6.1	4.0	25.4	80	40.6	
Person	166	4,226	47,343.23	12,289	223,920	8.5	4.5	4.5	1.8	12	21.9	39	38.5
Polk	166	4,226	47,343.23	12,289	223,920	8.5	4.5	4.5	1.8	12	21.9	39	38.5
Richmond	109	7,000	84,178.49	12,027	71,857	10.8	6.0	6.0	2.5	2.3	90.0	167	41.9
Rockingham	119	7,416	83,055.16	10,599	816,059	10.6	2.2	2.2	1.8	19.4	183	42.3	
Rowan	126	7,408	74,981.17	9,909	637,726	11.7	9.7	9.7	1.8	19.0	186	42.0	
Rutherford	135	7,408	74,981.17	9,909	637,726	11.7	9.7	9.7	1.8	19.0	186	42.0	
Scotland	58	3,338	45,544.64	9,781	356,397	10.1	5.9	5.9	3.7	25.5	189	11.8	
Stary	97	4,159	47,515.48	11,432	417,431	11.0	6.1	6.1	2.3	19.3	34.8	83	43.8
Swain	94	7,461	70,813.63	9,919	638,005	11.1	3.3	3.3	2.3	27	71	47.2	
Swann	29	1,645	18,421.65	11,920	179,868	10.3	3.6	3.6	1.6	20.1	48	54.3	
Tarboro	38	2,436	35,298.55	13,411	322,167	11.2	6.7	6.7	2.2	21.7	66	41.9	
Tyrrell	104	6,041	74,955.17	12,440	716,655	10.5	3.3	3.3	2.0	26.5	150	40.3	
Union	104	6,041	74,955.17	12,440	716,655	10.5	3.3	3.3	2.0	26.5	150	40.3	
Vance	8	3,209	40,160.74	12,607	338,443	11.2	4.0	4.0	2.0	22.4	81	81.6	
Washington	36	1,901	23,086.82	12,141	203,145	11.3	9.9	9.9	1.9	25	37	44	43.2
Waynes	53	2,570	12,114.11	14,138	335,072	12.6	5.7	5.7	3.4	23.2	101	77.2	
Wilkes	93	7,517	73,974.99	9,934	725,584	10.4	3.6	3.6	2.3	26.3	174	43.2	
Wilson	108	6,108	79,097.49	12,855	603,029	13.1	4.1	4.1	3.5	32	32.3	144	42.4
Yadkin	4	3,563	30,493.31	9,948	239,501	12.9	2.7	2.7	2.1	18.3	73	44.7	
Yancey	4	3,263	30,493.31	9,948	239,501	12.9	2.7	2.7	2.1	18.3	73	44.7	
Total	7,502	488,789	5,335,515.16	49,485,484									11,510
Average	75	4,888	52,355.15	10,75	494,551	10.7	6.1	6.1	2.3	23.2	29	43.5	
Drivers' and mechanics' sales and principal's travel.													

Average 75 4,838 23,355.15 10.75 49,485,107 6.1 2.3 2.3 25.2 42.5

* Drivers' and mechanics' salaries and principals' bus travel.

College Faculty Salary Increases Necessity for Protection of Nation's Vital Interests

Industry and other interested groups must continue and intensify their drive to increase college and university faculty salaries in order to protect the nation's vital interests. Only increased outside contributions can make this possible, an editorial appearing in recent issues of all McGraw-Hill Publishing Company magazines declares.

Some progress has been made in "bailing college and university faculty members out of a terrible financial hole, but it is not enough."

By 1956, the average faculty salary would buy about 12 per cent more of goods and services than it did in 1940. The greatest single boost came from the gift of half a billion dollars by the Ford Foundation, to colleges, universities and hospitals, of which nearly 50 per cent was ear-marked for faculty salary increases. Other contributing factors were gifts from business firms, stepped-up money-raising campaigns by alumni groups and by cooperative regional and state groups of colleges.

But there are still some shocking cases of neglect, the editorial points out.

The president of one small liberal arts college told a McGraw-Hill executive group what happened when a recruiter from a large company came to his campus.

Five of the college's seniors were offered higher salaries to start work upon graduation than the salaries received by any member of the faculty. The seniors, of course, asked professors for advice on accepting the jobs.

"It doesn't take much imagination to see what this sort of thing does to the morale of a faculty," the president said.

Recruiting Hurts Faculty

One of the more devastating results of such recruiting is to make experienced college and university faculty members receptive to offers by business and industry. The senior faculty members have taken the worst financial pounding in the past 16 years. The average salary of a full professor still buys less than it did in 1940.

This is because most of the pay increases have gone to beginning instructors, for whose services industry has been providing the sort of competition reported by the college president.

Faculty salaries must be increased to a point where college and university teachers will be sharing the general

prosperity of the nation, says the editorial.

Another 12 per cent increase over the next two years, concentrated in the senior faculty ranks, would be counted as good progress in this direction.

Longer School Year?

The high school academic year should be lengthened to ten and one-half months, says Richard T. Arnold of the Alfred P. Sloan Foundation. Arnold told a meeting of the New York State Citizens Committee for the Public Schools that the present nine-month year "which arose out of an agricultural economy, simply is not adequate and handicaps us terribly in competition with others."

Arnold said that by the time they reach 18, Western European students are far ahead of U. S. students in subject matter knowledge. This, he said, is due to an additional six weeks of school each year—equivalent to two extra years of schooling over a 12-year period.

He called for teacher's salaries one-third above present scales to remove teachers "from the category of seasonal workers" during the summer.—*Scholastic Teacher*.

27 School Units Report on Teacher Turn-over

As a result of study of twenty-seven school units in the western district of North Carolina, the following facts, among others, were revealed by the superintendents in these administrative units.

Of the 3,742 white teachers employed in these units in 1956-57, 441, or 12 per cent, were new to the job. Forty-nine teachers in the total group indicated that they had not planned to teach but were doing so because principals had persuaded them to cooperate.

The 27 superintendents reporting in the western district stated that 104 teachers left these units at the close of last year to accept employment where better salaries are paid. Of this number which left the profession, about 25 per cent were among the young teachers or those with 1-5 years experience. Thirty-eight per cent of those who left the profession last year went out of the State; forty-three per cent went to units in North Carolina which paid attractive supplements. When school opened for the 1956-57 term, 30 per cent of the units reporting had vacancies. Eighteen elementary schools in the western district do not have an accredited rating because these units were forced to employ teachers whose training did not qualify them for certificates.

100 Years Ago

There were in the state (1857) 3,500 school districts, each of which was provided with a school house and there was enough other uninhabited territory with no schools in it to give 200 such additional districts. There were 220,000 children of school age and of that number 150,000 had attended the common schools. There were 11,000 children in colleges, academies and private schools, and 300 were being educated beyond the borders of the state. Twenty-seven thousand boys and girls of school age had finished their education, 2,000 were being taught at home or in Sunday schools, and 27,000 of those of school age who had never attended school would do so before attaining their majority. It was estimated that 4,000 would never attend school at any time. These figures showed that of 220,000 white children of school age, 4,000 would become illiterate adults in a few years. By way of comparison, it was shown that the Census of 1850 justified the following estimate: There were 120,363 males and 131,021 females in the state over twenty-one years of age, and of these about one in five of the males were illiterate, and about one in three of the females were illiterate. During 1857 certificates had been issued to 2,256 teachers of whom only 214 were females.

The sum of about \$350,000 was invested in schoolhouses, lots, and equipment. As well as could be determined from the county reports, about \$253,000 had been expended for common schools during 1857 and a permanent balance of about \$85,000 remained annually in the hands of the chairmen of the county boards of common schools.—*Noble's A History of the Public Schools of North Carolina*.

Prominent Teacher Dies

Mamie E. Jenkins, prominent in teacher-education in North Carolina, died January 26, 1957, at Rex Hospital in Raleigh. More than 2,000 students most of whom became teachers, studied under her at East Carolina College in Greenville, where she was a charter member of the faculty when it was established and where she continued to serve until her retirement.

Graduating from Trinity College, now Duke University, she was one of the four girls in the South who were first to receive Bachelor of Arts degrees from a men's college; and who, in turn, inspired Washington Duke to give \$400,000 for the establishment of a woman's college in Durham.

Miss Jenkins completed her Master's degree at Columbia University and did her first teaching at Martha Washington, a college at Abington, Virginia. Later she went to the Woman's College of Mississippi to teach; and in 1907 joined the staff of East Carolina College in Greenville.

Since her retirement from teaching in Greenville, Miss Jenkins, who lived in Raleigh with her sister, was active in college activities, the American Association of University Women, Phi Beta Kappa, and other civic and religious organizations.

Exhibit of Drawings To Tour United States

An exhibit of one hundred children's drawings selected as prize-winners by the UNESCO Art Education League in Japan arrived in this country on March 20 to begin a two-year tour. The drawings were chosen from among 4,000 which were submitted as part of an international contest sponsored by the Federation of UNESCO Associations in Japan and the Morinaga Society for the Praise of Mothers. The theme of the entries had to depict motherhood, scenes from a mother's life, or a family scene in which the mother is the central figure.

The American entries were assembled by the Embassy of Japan in Washington, D. C., and reviewed by persons selected by the Embassy and the U. S. National Commission for UNESCO. Of the forty-one American works which were submitted to the judges in Japan, eight were selected for the Tokyo Exhibition and three were awarded prizes. The two-year tour through the United States will be sponsored jointly by the American Federation of Artists and the U. S. National Commission for UNESCO.—*Unesco Newsletter*.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

April 21-26	—Association for Childhood Education International, Los Angeles
April 22-23	—National Association of State Directors of Special Education, Pittsburgh, Pa.
April 23-26	—American Industrial Arts Association, Kansas City, Mo.
April 23-27	—International Council for Exceptional Children, Pittsburgh, Pa.
April 28-30	—N. C. Conference for Social Service, Asheville
April 28-30	—N. C. Outdoor Education Workshop, Wm. B. Umstead State Park, Raleigh
May 3-4	—Convention North Carolina High School Library Association, Winston-Salem
June 3-7	—N. C. Annual Conference of Teachers of Agriculture, Carolina Beach
June 16-28	—Second Annual Workshop in Community Mental Health for Professionally Trained Workers, Pisgah View Ranch, Candler, N. C.
June 23-29	—American Library Association, Kansas City, Mo.
June 25-29	—National Commission on Teacher Education and Professional Standards, Washington, D. C.
June 30-July 6	—Centennial Convention, National Education Association, Philadelphia, Pa.
August 13-16	—N. C. Superintendents Conference, Mars Hill College, Mars Hill

Price of Higher Education Is Up

The price of higher education is going up—forcing the nation's colleges and universities to raise tuition and middle-class families to reappraise and juggle the family finances.

The Feb. 8 issue of the *Scholastic Teacher* reports that it costs the student and his family about \$2,500 a year to attend a good private college.

But to the college, the magazine points out, the cost is much higher.

Ten or 15 years ago, the institutions were able to balance their books with income from endowments, gifts and grants. But these sources have not been able to keep up with inflation. And private colleges and universities have had to raise tuition drastically in the last decade.

Even the State universities, which get most of their support from taxes, have had to raise tuition and still higher tuitions are on the way.

But even with the increases, the gap between tuition income and actual per capita cost is still great. At most private colleges and universities, tuition

still provides no more than about one-half the cost of education.

According to a study made by the Hugh W. Long & Company, a family earning \$5,000 annually—which is about the national average—would have to spend nearly 50 per cent of its income, after taxes, to maintain one child in private college for a year.

However, there are bright spots on the horizon—for both families and colleges.

College scholarship programs and student loan funds are being increased and expanded to keep pace with rising tuition fees. In addition, many legislators are talking in terms of large-scale state and Federal scholarship programs and income tax deductions for education purposes.

Also, voluntary private support of higher education is on the increase. Not only are alumni giving more, but a new source has developed—business and industry. Last year, the nation's corporations gave a record \$100 million to higher education.—*Nebraska Education News*.

Committee on Education Beyond High School Calls for Discussion by Educators and Laymen

The "First Interim Report to the President" made by the President's Committee on Education Beyond High School, made early last fall, calls for a discussion among educators and laymen.

"Effective planning for the future," Chairman Devereux C. Josephs states, "will not get started unless there is discussion first." The Committee made a series of conclusions as a basis for these discussions and invited criticism and comment. These conclusions were as follows:

1. Our ideals and the increasing complexity of our civilization require that each individual develop his or her talents to the fullest.

2. The needs of the individual and of society plus an unprecedented growth in the population of post-high school age will far outrun the present or planned capacity of existing colleges and universities and other post-high-school institutions.

3. The needs of the oncoming millions of individuals with varying capacities and interests will call for a broader range of educational opportunities, and less rigid time requirements.

4. Many more able and qualified teachers will be needed than present efforts can provide.

5. There must be promptly formulated an explicit, considered policy as to the role of the Federal Government in education beyond the high school.

6. Even with the best possible utilization of existing resources, additional financial support must be provided if the additional millions in the population are to be enabled to develop their talents to the fullest.

Guy Phillips Honored

A billfold enclosing a \$1,000 bill was recently presented to Dr. Guy Phillips, non-salaried Executive Secretary-Treasurer of the North Carolina School Boards Association, in appreciation of his 19 years of service since its beginning in 1937.

Dr. Phillips was the chief founder of the Association and has been its "moving spirit" throughout its entire history. The presentation of the billfold and enclosure together with flowers and messages was made by Dr. D. J. Rose, Past President of the State and National Boards of Education, in behalf of State Association members.

New Hanover Supervisors Have Specific Duties

Duties of supervisors in New Hanover County—cooperatively agreed upon by superintendent, principals, teachers, and supervisors themselves—are specific, and include a variety of responsibilities.

The following duties are now considered the chief areas of influence for Wilmington supervisors: Curriculum building, in-service training of teachers, classification and promotion, selection of textbooks, finding best teacher aids, arranging exchange of best teaching methods, directing testing program, aiding new teachers, auditing and helping weak teachers, directing school-community projects, organizing and directing classes for handicapped, and assimilating and publishing materials outlining resources.

This type of specificity is wholesome for everyone concerned. Responsibilities cooperatively agreed upon can readily bring harmonious and enthusiastic efforts from all persons concerned. Nothing is more deadening than uncertainty as to what one is expected to do. In Wilmington supervisors recognize their responsibilities; and this, it seems, is a necessary first step for effective leadership.

Greensboro Citizens Learn About Schools Through Illustrated Brochure

"A Bond Between Us," a fourteen-page bulletin, well illustrated, has recently been distributed to patrons of the Greensboro city schools by Superintendent Ben L. Smith and his staff of co-workers.

In essence, this bulletin depicts the progress which has been made in the Greensboro city schools since 1953, when the city realized its acute need for improvement in educational facilities. With more than 16,000 pupil-population, with 32 separate units and 74 different buildings, with a replacement value of \$15,000,000, and with an annual payroll of \$3,000,000, the Greensboro schools constitute big business, according to Superintendent Smith.

This pictorial bulletin shows the physical progress which has been made in the schools throughout the city—progress which each year guarantees improved possibilities for improved learning situations. Priority has been

NAM Issues Booklet on Technical Education

The Education Department of the National Association of Manufacturers has just come out with a 32-page educational aid booklet entitled, "Your Opportunities in Industry as a Technician," which emphasizes the vital role and promising futures in this comparatively new and growing occupation.

The booklet is illustrated with 15 photographs and contains detailed descriptions of the work and qualifications needed to be a technical specialist in nine specific categories: electric power, diesel, instrumentation, air conditioning, chemical, tool design, aviation, industrial, electronics.

Keved especially for junior and senior high school students and for use by guidance counselors and libraries, the pocket-sized booklet spells out the common-sense steps to be taken in preparing for a career as a technician and lists success factors and "Projects to Prepare You for the Job."

This pamphlet on technical development is a companion piece to a similar educational aid published late last year by the NAM, which is entitled "Your Opportunities in Industry as a Skilled Craftsman."

Both can be obtained by writing to the Education Department of the National Association of Manufacturers, 2 East 48th Street, New York 17, New York.

given to classrooms throughout the building program of the last three years, yet auxiliary facilities such as auditoriums, cafeterias, libraries, and multi-purpose rooms have not been overlooked. Architects and teachers working together have planned buildings that are readily conducive to group and individual work.

Superintendent Smith and his staff, along with the citizens of Greensboro, have every reason to be proud of the progress that is continuously being made in the public schools of the city. Congratulations are definitely in order for this type of report which indicates so clearly to the citizens of Greensboro exactly what is happening to their schools. Many of the better school systems of the nation are using this medium of bringing information to the people about the schools of their community. An excellent idea!

Allied Youth Membership Increases 20 Per Cent

Memberships in Allied Youth, the scientific alcohol education program for teenagers, increased to 17,768 or 20 per cent over figures for 1955, Allied Youth headquarters announced recently.

Allied Youth, founded in 1931, forms Posts as extra-curricular activities and educational clubs in high schools. At present there are 176 such Posts in the United States and Canada. Each Post holds at least two monthly meetings: one an educational meeting to discuss alcohol information; the other a social meeting featuring "Fun Without Drinking" for the younger set.

Former School Man Dies at Chapel Hill

Dr. Samuel T. Emory, chairman of the University of North Carolina's Department of Geology and Geography, died March 6 in N. C. Memorial Hospital, Chapel Hill.

A University faculty member since 1933, Dr. Emory was once principal of Goldsboro High School and Superintendent of Tarboro schools. At one time he was State representative of Macmillan Company, book publishers.

Dr. Emory received his A.B. and A.M. degrees from Randolph-Macon, another M.A. from Columbia University, and his Ph.D. from the University of Chicago. He became acting chairman of the Department of Geology and Geography at the University of North Carolina in 1949, and chairman in 1951. He was chairman of the Chapel Hill School Board from 1947 to 1951.

High School Principals Discuss Merit Rating and Other Topics at Washington Meeting

"Merit rating is both imperative and impossible"—that's one opinion the 5,000 high school principals gave when they assembled in Washington on February 23-27.

Other ideas learned were:

- Extra-curricula activities do not exist for the high school students unless such activities are available to them during the school day . . .
- New teachers get their most profitable orientation during interview periods with their principals.
- All that the good principal does and must do, he must do for all his

A Way To Finance School Capital Outlay Proposed by Institute of Government

A two-step plan for meeting the needs of school capital outlay is proposed by John Alexander McMahon, Assistant Director of the Institute of Government, in the March number of *Popular Government*, the Institute's official publication.

First step in McMahon's plan is to eliminate any backlog of building needs. This may be done, depending upon the size of the needs, by temporary borrowing to be liquidated within a few years by current levies or by bond issues.

Second step, according to McMahon, is to provide for the annual needs—such needs based on the increase in enrollment and replacements due to buildings which have become obsolete or destroyed. Capital outlay needs should also include not only new buildings and additions, but also any original buses, library books and textbooks, garages, equipment for existing buildings, alterations and other items.

McMahon illustrates how providing for the annual needs would save money in that less interest payments would be made. In other words, he says, bond issues cost the taxpayers about 50 per cent more than the same money could be raised on an annual basis.

To follow his plan, McMahon states, will require cooperation between boards of education and boards of county commissioners. "But cooperation is necessary if we are to do the best we can for the school children within the limits of what the taxpayers can afford," he concludes.

teachers and not just a chosen few . . .

- Ideally, each school should have the services of one guidance counselor for each 200 pupils. . .
- The shortage of teachers will become worse rather than better in the years ahead. The alternatives are clear. School systems that cling to traditional ways of doing things will face the necessity of hiring progressively poorer teachers; on the other hand, those that exercise imagination, ingenuity, and experimental approaches may cause the quality of education to rise.

Fink Will Coordinate Mental Health Workshop

Robert M. Fink, mental health consultant for the Department of Public Instruction, will serve as coordinator for the second annual workshop in "Community Mental Health," which has been scheduled for Pisgah View Ranch, Candler, June 16-28.

The conference, sponsored by the Mental Health Section of the North Carolina State Board of Health and the UNC School of Public Health, is designed to bring together persons who work in community mental health programs for the purpose of discussing community mental health needs and how they can be met.

It is anticipated that participants will spend the first four days defining a community, its power structure, and developing a picture of community needs in the mental health field. The remaining time will be spent in working out ways in which the needs can be met.

Not more than thirty-five participants may take part in the workshop, and of these, only one-third may come from North Carolina. Tuition, room and board for the entire workshop is \$150.00.

The following resource people will serve as consultants: Mabel Ross, M.D., mental health consultant, National Institute of Mental Health, Region II; Louis Cohen, Ph.D., associate professor of psychology, Duke University; Floyd Hunter, Ph.D., associate professor of social work, University of North Carolina; E. J. Marsh, M.D., chief, Division of Community Services, State Department of Mental Health, Connecticut; Dorothy Boone, mental health nurse consultant, N. C. State Board of Health; Julian G. Hanlon, psychiatric social work consultant, National Institute of Mental Health, Region III; Edward S. Haswell, chief, Mental Health Section, N. C. State Board of Health; Elsie Ho, mental health nurse consultant, National Institute of Mental Health, Region III; and Mrs. Lula Belle H. Rich, chief, Health Education Section, N. C. State Board of Health.

Further details about the workshop should be addressed to: Dr. R. M. Fink, consultant, Mental Health Section, N. C. State Board of Health, Education Building, Raleigh, North Carolina.

City and County Units Cooperate In Study on Improvement of Administration

Eight city administrative units and thirteen county units are cooperating with Appalachian State Teachers College in its efforts to identify the problems of beginning principals who were recently graduated from this institution with M.A. degrees. As a corollary to this objective, the college is also hoping to find practical ways of improving its preparation of administrators at the college level.

The city units participating in this project are Albemarle, Concord, Hickory, Lenoir, Mocksville, Statesville, Taylorsville, and Wadesboro. The county administrative units include Alexander, Carteret, Catawba, Cleveland, Durham, Granville, Iredell, McDowell, Robeson, Rutherford, Surry, Union, and Watauga.

Hoping to be of service to these beginning principals, the staff of the department of education at Appalachian State Teachers College is visiting each principal three times during the current year. During these visits the college staff members are spending a half day working with the beginning principal and interviewing the teachers of the beginning principal, and his superintendent. A. S. T. C. is interested not only in identifying the problems for the sake of revising the instructional program, but it is concerned also with the possibility of providing some assistance in the solutions of problems that are now being encountered by those who are participating in the study.

Problems of beginning principals as interpreted by principals, teachers, and superintendents deal, in terms of frequency, with the following particulars: staff personnel; organization and structure; pupil-personnel; public relations; curriculum and instruction; school plant and grounds; transportation; and finance and business.

Outstanding problems of principals as reported by superintendents were indicated as follows: general administration; public relations; knowledge of elementary education; handling State records and reports; supervision of instructional program and school personnel; transportation; finance and bookkeeping; discipline; and school plant.

Principals themselves stated that the following problems were most significant during their first year as an administrator: Handling State records and reports; lack of knowledge in elementary education; lack of time to

supervise school program; staff personnel, pupil-personnel, publicity relations; school plant; transportation; clerical assistance; and handling school finances.

Dean Paul Jacobson Visited North Carolina In February

Dr. Paul B. Jacobson, dean of the school of education, University of Oregon, spent February 12 and March 1 in Raleigh with State Department officials learning what North Carolina is doing toward improving the preparation of school administrators. Superintendent Charles F. Carroll, Everett Miller, and Vester M. Mulholland conferred with Dr. Jacobson, who is studying this topic on a nation-wide scale.

While in North Carolina Dr. Jacobson visited State College, Duke University, the University of North Carolina, and Appalachian State Teachers College. In most of these institutions he was interested in learning what each college is doing, under sponsorship of the Kellogg Fund, to improve educational administration.

Junior High Program Theme of Conference Held in Department of Public Instruction

As part of a continuing study program relative to what constitutes good schools in North Carolina, fifteen educators from various administrative levels in the State—mostly junior high principals—met with members of the State Department of Public Instruction in Raleigh for a one-day conference, March 8.

Morning and afternoon discussions were centered around the following questions:

- What is the philosophy supporting the junior high school?
- What program or curriculum is consistent with this philosophy?
- What type of organization best conforms to the need of junior high school students?
- What are the staff requirements for a good junior high school program?
- For purposes of accreditation, what factors should be considered in evaluating a junior high school?

Superintendent Charles F. Carroll opened the meeting with a brief state-

New Bulletin Available On Maps, Globes, Charts

"Toward Better Understanding and Use of Maps, Globes, Charts," a 24-page bulletin issued by Denoyer-Geppert Co., will be of interest to teachers in improving the ability of pupils to read and interpret globes, maps, and charts. The booklet itself is a combination of eleven reprints concerning the development of skills in using these media; and is designed for pre-service and in-service use by teachers themselves.

Typical topics dealt with in this bulletin include the following: "A Philosophy for Developing a Graduate Sequence for Globe and Map Use"; "Fundamentals in Map Study"; and "Using Maps to Teach History."

"The ability to read and interpret globes, maps, and charts is a very important social studies skill which children must learn; and the geographic and historical concepts which are developed through their use are basic to the whole educational program."

A short bibliography on "Selected Additional Aids on Teaching with Globes, Maps, and Charts" is included in the booklet. This publication is free through Denoyer-Geppert Co., 5235 Ravenswood Avenue, Chicago 40, Illinois.

ment concerning the advantages of cooperatively determining the purposes and program of the school system; and urged those in attendance to share their thoughts and experiences. Assistant superintendent, J. Everett Miller, presided over the conference.

Following the studies which are now in progress concerning what constitutes good schools, the State Department will publish a bulletin in which characteristics and suggested programs in good schools will be discussed.

Visiting educators from the field who took part in this one-day workshop included G. T. Leonard, Asheville; Howard E. Reinhardt, Hickory; Bert Ishee, Fayetteville; E. L. Phillips, Durham; Dr. W. D. Suggs, Gastonia; Luther R. Medlin, Greensboro; Lloyd Y. Thayer, High Point; James D. Gault, Charlotte; Clyde Pressley, Draper; Conrad L. Hooper, Raleigh; Willard Swiers, Fayetteville; Dr. Elmer Garinger, Charlotte; A. H. Peeler, Greensboro, S. J. Howie, Jr., Wilmington; and J. W. Eaton, Raleigh.

The Attorney General Rules...

Federal Income Taxes; Levy Upon Salaries of State and Local Governmental Employees

In reply to inquiry: I have your letter of February 7, 1957 asking three specific questions regarding Federal income tax levying against school employees' salaries. I must state at the outset that this field is not too well settled and any answers given are somewhat tentative but from all the authority presently available, I feel that the following answers can be relied upon by you until some change is made in the Internal Code or in the judicial construction thereof or some new interpretation is adopted by the Treasury Department.

You ask the following questions:

"(1) If the school employee's salary is turned over to the Internal Revenue Service, is the county or

city board of education or the superintendent of schools open to a suit on the part of the employee?"

In my opinion, the superintendent of schools would not become liable to the employee.

"(2) On the other hand, if the school superintendent refuses to accept such service, are the Federal statutes such that the board of education or the superintendent or other employee is subject to suit by the Federal government?"

The school superintendent or disbursing officer has no discretion with respect to accepting service of notice of levy. He is simply served with notice and if same is not honored, I am of the opinion that he might become personally liable for any amount paid over to the employee after receipt of notice properly served.

"(3) Is acceptance or rejection of such service by a school superintendent a matter within his wise discretion, without danger of legal action by the employee or by the Federal government?"

As stated above, the school superintendent does not have any discretion with respect to the acceptance or rejection of service of notice of levy. I am further of the opinion that the superintendent will not become liable to the employee by virtue of having honored the notice of levy.

The above answers are in accordance with regulations found in Paragraph 5369, CCH, Federal Tax Reporter, 1957, Volume 4 and the United States District Court opinion in the case of *United States v. Newhard*, 128 Fed. Supp. 805.

—Attorney General, February 19, 1957.

Solons Introduce Bills Re Public Education

Bills relating to public education introduced at this session of the General Assembly which convened February 6 are as follows:

Public—Senate

SB 59—Cooke. "To amend Article 52 of Chapter 14 of the General Statutes of North Carolina relating to the parking of vehicles on school grounds." To Public Roads.

SB 67—Moore and Crew. "Amending G. S. 115-125 relating to the acquisition of school sites so as to allow the condemnation of a total of 30 acres for school purposes." To Education.

SB 88—Currie. "Repealing the proviso appearing at the end of the first paragraph of G. S. 115-120, relating to the calling of elections to consolidate a part of a county school district with an adjoining city administrative unit." To Education.

Public—House

HB 13—Everett and Others. "To appropriate to the State Board of Education from the General Fund of the State Treasury such amounts as are necessary to provide during each year of the 1957-59 biennium a 20% increase in salaries for public school employees." To Appropriations.

HB 33—Whitehurst and Others. "To provide revenue for financing driver training and safety education in the public high schools." To Finance.

HB 82—Flord of Robeson and Others. "To appropriate sufficient funds to provide for proper increases for the salaries of public school personnel." To Appropriations.

HB 96—Wilson of Caswell and Gregory. "Amending G. S. 20-218 so as to provide

for school activity buses a speed limit of forty-five miles per hour." To Roads and Highway Safety.

HB 141—Yarborough of Franklin. "To appoint certain members of the boards of education of the respective counties of North Carolina and fix their terms of office." To Education.

HB 173—Uzzell. "To enable employees of county and city administrative school units to participate voluntarily in the United States Treasury's payroll savings plan for the purchase of United States Savings Bonds on a systematic partial payment basis." To Judiciary 2.

HB 231—Fowler. "Amending G. S. 115-150 so as to place certain responsibility upon the principals of the public schools with regard to fire safety." To Education.

HB 232—Fowler. "Amending Article 17, Chapter 115 of the General Statutes so as to prescribe regulations for the reduction of fire hazards and for the protection of life and property in public school facilities." To Education.

HB 233—Fowler. "Rewriting G. S. 69-7 relating to fire prevention and providing for 'Fire Prevention Day.'" To Education.

HB 271—Fowler. "Rewriting G. S. 133-1.1 requiring buildings involving the expenditure of public funds to be designed and inspected by engineers and architects." To Judiciary 2.

Local—Senate

SB 19—(Pender) Rowe. "To amend Chapter 546 of the Session Laws of 1949 relating to the nomination of members of the board of education of Pender

County." To Counties, Cities and Towns. SB 27—(Burke) Cobb. "To provide for nomination and election of the county board of education in Burke County." To Election Laws.

SB 37—(Northampton) Martin. "To fill a vacancy on the board of education of Northampton County." Ratified February 26.

SB 49—(Randolph) Jordan. "To reenact Chapter 535 of the Public-Local Laws of 1939 of North Carolina entitled 'An act to authorize the issuance of school building bonds in behalf of school districts and special bond tax units and the levy of taxes within such districts and units for the payment of the principal and interest of such bonds', and Chapter 91 of the 1955 Session Laws amending said Chapter 535." To Finance.

SB 50—(Randolph) Jordan. "To provide for the election of members of the board of education of Asheboro City Administrative Unit." Ratified March 12.

Local—House

HB 20—(Person) Satterfield. "Amending G. S. 115-35(4) so as to make it mandatory that the Person County Board of Education make rules and regulations as to extra curricular activities in the public schools under its supervision." To Education.

HB 23—(Jackson) Buchanan. "Fixing the compensation for members of the Jackson County Board of Education." Ratified March 19.

HB 30—(Madison) Leake. "Appointing members of the Madison County Board of Education and fixing their term of office." Ratified March 1.

(See BILLS, p. 16)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, April, 1952)

State Superintendent Clyde A. Erwin has filed for nomination on the Democratic ticket to the office which he now holds.

Julia Wetherington, Associate in the Division of Instructional Service, State Department of Public Instruction, was elected as vice-president for a two-year term of the National Council of State Consultants in Elementary Education at the annual meeting in Boston on February 11-15.

J. Roger Peeler, principal of Walstonburg High School, Greene County, has been elected Superintendent of the Fremont city administrative unit to succeed B. F. Simpson, who died January 5.

Ten Years Ago

(N. C. Public School Bulletin, April, 1947)

S. G. Hasty, who retired as superintendent of the Rowan County schools in 1945, died Saturday, March 1, at the age of 72 years.

The Average North Carolinian has a capita income, based on a 1945 survey, of \$732, it is shown by a recent release from the State Planning Board.

Charles F. Carroll, superintendent of the High Point city schools, has been approached by representatives of Durham, which is seeking a new superintendent for its city schools.

Fifteen Years Ago

(N. C. Public School Bulletin, April, 1942)

During the last school year, the plan of distributive education was launched in North Carolina and this year Hickory is helping pioneer in the field with twenty-one students in a class taught by Miss Mollie Harding.

The Camp Davis WPA School under the direction of Mabel L. Bacon has just completed its third term of successful work.

Twenty Years Ago

(N. C. Public School Bulletin, April, 1937)

Within the past two weeks two former members of the State Department of Public Instruction, W. H. Pittman and L. C. Brogden, have died.

The historical pageant covering the 100 years progress of the State in public education will be highlighted at the annual meeting of the North Carolina Education Association to be held in Durham next week, April 22, 23 and 24.

New AASA Officers

Philip J. Hickey, St. Louis Superintendent, is the new president of the American Association of School Administrators for 1957. C. C. Trettingham, Los Angeles County School Superintendent, is president-elect and will assume office next year. Other new officers are: J. Chester Swanson, Oklahoma City, vice-president; and Wendell Godwin, Topeka, Kansas, executive committee member.

BILLS

(Continued from p. 15)

HB 67—(Randolph) Gavin. "To provide for the election of members of the board of education of Asheboro City Administrative Unit." To Education.

HB 92—(Famlico) Delamar. "To authorize the Pamlico County board of education to convey to the Florence Camp of the Woodmen of the World certain lands known as the Florence white school lot so long as the same shall be used for community purposes." To Judiciary 2.

HB 95—(Pender) Murphy. "To amend Chapter 546 of the Sessions Laws of 1949 relating to the nomination of members of the Board of Education of Pender County, subject to a referendum vote of the people." To Education.

HB 166—(Craven) Whitehurst. "To fix the compensation of the chairman and members of the board of education of Craven County." To Education.

HB 167—(Columbus) Floyd. "To amend Section 2, Chapter 717, of the Session Laws of 1953, as amended by Chapter 413 of the Session Laws of 1955, relating to the composition of the board of trustees of the Whiteville city administrative school unit." To Education.

HB 178—(Moore) Blue. "Authorizing the board of education of the Southern Pines city administrative school unit to grant to the State Highway and Public Works Commission an easement for the relocation of U. S. Highway 1." To Judiciary 2.

HB 185—(Graham) Lloyd. "Authorizing the Graham County Board of Education to fix the salary of the county superintendent of schools." To Education.

HB 186—(Graham) Lloyd. "Amending G. S. 115-168 so as to make it mandatory that the Graham County Board of Education employ a special attendance officer, and fixing his salary." To Education.

HB 238—(Columbus) Floyd. "Amending Section 2, Chapter 717, Session Laws of 1953, as amended by Chapter 413, Session Laws of 1955, relating to the composition of the Whiteville City Board of Education." To Education.

MAKING TODAY'S NEWS

Charlotte. Charlotte will be able to fulfill "approximately one-half" of the known, immediate public school needs out of the recent school bond issue, said Dr. John Otts, assistant superintendent of Charlotte public schools. *Charlotte News*, February 14.

Dare. With the approval of a planning panel from the State Department of Public Instruction, the Dare County Board of Education has selected a site for a new Kitty Hawk district elementary school. *Raleigh News and Observer*, February 17.

Lumberton. A warning against flim-flam operators who are attempting to obtain money from unsuspecting parents of high school seniors has been issued by L. Gilbert Carroll, principal of Lumberton High School. *Lumberton Post*, February 7.

Elizabeth City. School children in Elizabeth City, as well as other North Carolina towns and cities, will continue to have to walk to class or otherwise secure rides, if the recommendations of the 1957-59 budget are adopted. *Elizabeth City Advance*, February 13.

Onslow. A panel discussion on "school bus safety" is the program to be presented by the Dixon PTA Monday at 7:30 p.m. *Jacksonville News*, January 19.

Durham. The Durham County School system has \$4,801,373 worth of insurance in force on its buildings and equipment, according to business manager Lester A. Smith. *Durham Herald*, February 8.

Lumberton. The School Safety Patrol will handle sale of White Cane emblems on Lumberton streets Saturday in the Lumberton Lions Club campaign for funds to aid the blind. *Robesonian*, January 18.

Cumberland. A "new look" in rural high schools, which serve a large area, has come to Cumberland County with the opening of the new Pine Forest High School on Raleigh Road.—*Fayetteville Observer*, February 24.

Buncombe. First step toward setting up a 20-cent supplemental school tax in the Hominy Valley area has been taken by the five Hominy school district committees. *Asheville Citizen*, February 28.

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NORTH
CAROLINA

PUBLIC SCHOOL BULLETIN

May, 1957

RALEIGH, NORTH CAROLINA

Vol. XXI, No. 9

University Will Give Special Education Courses

Professional education courses for teachers in special education will be given during the 1957 Summer Session of the University of North Carolina, according to a recent announcement issued by its School of Education.

During its first term of the Summer Session, June 6-July 13, two courses will be available: Mental Hygiene with Dr. W. Carson Ryan as instructor, and Maladjustments Among Children taught by Dr. R. L. Beard.

During the second term, July 15-August 21, two other courses will be offered: Survey in Special Education with Dr. J. T. Hunt as instructor, and Tests and Measurements under the direction of Dr. A. M. Jordan.

For those having credit for these courses a number of electives will be available. All courses may be used to meet requirements for teaching in North Carolina as well as toward meeting requirements for an advanced degree.

For additional information write to: Dean Arnold Perry, School of Education, University of North Carolina, Chapel Hill.

Committee Surveys Anson Makes Recommendations

Anson County schools, including Morven and Wadesboro city units, were surveyed early in January by a committee of educators of the State.

Recommendations included a consolidation of the three administrative units into one; and that new buildings be constructed, thereby consolidating a number of schools.

Members of the committee were: Dr. W. E. Rosenstengel of the University of North Carolina, Superintendent H. M. Roland of New Hanover County, Superintendent H. M. Arndt of Catawba County, D. J. Darg of the State Board of Education, and John L. Cameron and W. L. Lathan of the State Department of Instruction.

Governor Hodges Raises Sights On Salaries For Teachers and Other State Employees

An average increase of 15 per cent for teachers and 11 per cent for other State employees was recommended by Governor Hodges in a special message to the General Assembly on April 9 as his "take-the-lead" offer in an effort to raise the sights set by the Advisory Budget Commission and approved by him at the beginning of the session. The appropriation bill including the earlier recommendations contained 9.1 per cent increase for teachers and 8.0 per cent for other State employees.

In making his new recommendations, the Governor pointed out that these increases would be in addition to annual increments and retirement benefits contributed by the State, and when taken into account would make the total proposed increases amount to approximately 17 per cent for teachers and 13½ per cent for other employees.

As to the method of distribution, the Governor said the plan recommended by the State Board of Education calls for a lump sum amount to be distributed in accordance with a schedule which is tied to the status of particular teacher groups and not across the board. The Board's recommendation averaged 16.1 per cent for teachers, ranging from 9.9 per cent to 17.81 per cent, and 10 per cent for other school employees. The Governor then said his recommendation of an average of 15 per cent for teachers could be distributed by the Board in like manner as the 16.1 per cent proposal. The Governor also stated that he wholeheartedly approved the pay raise plan for other State employees as recommended by the State Personnel Council. Under this plan, he pointed out, approximately two-thirds of all employees would get more than they would under an across the board percentage plan. He recommended that this plan be written into law.

The Governor also proposed a plan by which \$25,000,000 would be raised annually to take care of his recommendations as to these additional salary increases.

Current Expense Per Pupil In ADA \$171.54 in 1954-55

North Carolina's current expense per pupil in average daily attendance averaged \$171.54 in 1954-55, latest year for which figures covering total expenditures are available.

This is just \$1.82 more than similar expenditures on the same basis in 1953-54, but \$3.68 less than the 1952-53 figure of \$175.22.

On a daily basis the 1954-55 cost amounts to 95.3 cents. In other words, the operation of the public schools is carried on for less than a dollar a day per pupil. Operation in this cost includes everything except expenditures for capital outlay (new buildings and equipment) and debt service (repayment of principal and interest on bonds and loans). From all sources the current expense was \$155,077,268.28. For capital outlay the total was \$44,315,272.96; and for debt service, \$9,724,321.99.

Senator Case Proposes Community College Aid

Senator Clifford P. Case (R-N.J.), in a press release December 27, proposed to the public and to Congress consideration of Federal assistance for the construction of educational facilities for community colleges. This is the first proposal of this sort made at the national level. Release suggests that each state would need a comprehensive plan for establishment or enlargement of its community colleges. The President's Committee for Education Beyond the High School has also stressed need for state plans of a comprehensive nature to include higher educational institutions of every type. Senator Case did not suggest a price tag for his plan, but indicated that a third of the construction cost might be borne by the Federal Government.

Superintendent Carroll Says...

This month approximately 40,000 seniors will be graduated from our North Carolina high schools. Commingled with the joy and honor of wearing the cap and gown there is within each of these seniors a very serious concern about the future. Some, for lack of funds or lack of motivation, are in doubt about their next step—whether to go to work or go to college, and, if either, what work or which college. Some others, however, are clear in their decision and hopefully anticipating the next step in their career. Typical of this latter group is the North Carolina senior who recently submitted an application to this office for a scholarship in behalf of her life's desire. In support of her request, this senior wrote:

"I can never remember a time when I didn't want to become a teacher. I have always admired my teachers and now I realize that the teaching profession offers me the opportunities I am looking for. I want to become a needed and respected part of the community. I am interested in people and enjoy working with them. I want an opportunity to contribute something constructive to society."

Seniors such as this one are ready for graduation and the teaching profession is ready to receive them. A statement of this type, revealing sincerity in thought and integrity in purpose, is the highest commendation that can come to a school faculty. It is further evidence of the fact that "our teachers mold our nation's future;" likewise, it is evidence of the fact that good teachers are our best recruiters for more good teachers.

Statistical studies show that a person with a good education is much less likely to be unemployed than one who has left school prematurely, the U. S. Departments of Labor and Health, Education, and Welfare declared recently.

As a vessel is known by the sound, whether it be cracked or not; so men are proved, by their speeches, whether they be wise or foolish. —Demosthenes.

Education is a continuing thing—no step in it should be a "rival" or a competitor of any other. For those who can profit from who are qualified and motivated for, continued formal education beyond the high school, the doors should be open wide—and there should be no great gulf to cross in order to enter those doors.—Elvis J. Stahr, Jr., executive director, President's Committee for Education Beyond the High School.

It is not possible to stand still in public education—you either advance or retreat.—Dallas Herring, member N. C. State Board of Education.

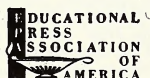
If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education. —Horace Mann.

Taxes for education should not be considered as a punishment to be equitably distributed among the people, but rather a planned investment of a part of the income of all the people for the benefit of all the people. —R. L. Johns, University of Florida.

The real problem is not in our ability to support education; it is in convincing people that their education should have a higher priority of claim — Lester V. Chandler, Princeton University.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Official publication issued monthly except June, July and August by the State Department of Public Instruction. Entered as second-class matter November 2, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.



CHARLES F. CARROLL
State Supt. of Public Instruction

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Vol XXI, No. 9

May, 1957

Fifty Years Ago

Fifty years ago the General Assembly of North Carolina passed an act providing a specific appropriation of \$45,000 to aid in the establishment of public high schools throughout the State. The first year this law stimulated the establishment of 156 public high schools for rural boys and girls. In the total 177 schools which operated that year, 1907-08, the total high school enrollment, rural and city, was 6,398.

This year 1956-57, there are more than 230,000 students in the State's public high schools. And at the end of this year, it is estimated that the number of graduates will be 40,000. Of this 40,000, more than 10,600 will enter senior college and about 2,300 will enroll in a junior college. About 2,400 will enroll in a business or trade school, or take nurses training. Over 2,700 will go into military service. The remaining 12,000 will go to work, or will be unemployed.

These figures are cited to show the tremendous growth in public high school enrollment within a fifty-year period. They are presented also to indicate the need for a next step, and that is the provision of more opportunities for education on the junior college level.

Education For The Gifted Only

Many more boys and girls will want to continue their formal education in the years immediately ahead than at any time during our history. All figures and trends point to this fact. As more scholarships become available and as counseling becomes more effective, many more of those completing high school will want to enroll in college.

On the other side of the picture is the question of opportunity. Will the colleges have sufficient space, equipment and teaching personnel to take care of the increasing number of applicants? Because of these factors, some colleges of the State are already limited in the number of students they can accommodate. Others have raised their standards of admission to the extent that only those with high scholastic records

are accepted. There are now five public (3 for whites, 2 for Negroes) and 21 non-public (18 white and 1 Negro) two-year college institutions located in the State. Enrollment in these institutions increased from 4,198 in 1951-52 to 7,025 in 1956-57. A number of these institutions have already reached their capacity and will not accept students beyond a fixed number. Four-year institutions are tightening their admission requirements because their facilities are also limited.

It appears, therefore, that the number of high school graduates who do not receive further formal education will rise more rapidly in the years ahead, unless some provision is made to make a college education, even on the two-year level, more attractive. At this beginning of a second 50 years it would seem to be an appropriate time to extend aid to the establishment of additional two-year institutions, or to aid by tuition at a non-public institution those qualified high school graduates who do not now receive any formal education beyond high school. It would certainly be one factor in the State's effort to raise the per capita income of its citizens.

are accepted. These limitations and selective procedures are understandable and justifiable under prevailing conditions, but if continued over a period of years may well result in a kind of education "for the gifted only". Our State should provide for its gifted, but our State also has a responsibility for those high school graduates who, though not quite so gifted, desire additional education.

In the days ahead North Carolina shall need as much education as each of its high school graduates—the gifted and the less-gifted—is capable of pursuing with profit to himself and society. With changing cultural, economic, and vocational patterns in North Carolina, the need for more educational opportunity for more high school graduates not only seems inevitable but mandatory.

Values In Science Fairs

Science fairs have grown in popularity, prestige, and usefulness during the past few years at elementary, high school, and college levels. Such exhibits, when properly motivated and efficiently handled, seem to have very stimulating results.

It is well known that specific goals serve as strong motivating facts. The science fair can be the culminating activity in which the specific goals of many students are shared with justifiable pride with other students, parents, and friends.

The nature of scientific exhibits usually demands from students much imagination, hard work, and determination. Quite often exhibits are the work of several students working cooperatively. Almost invariably students who participate in science fairs have become so interested in their projects that many hours of research and diligent effort have been involved. For some students the completion of a science-fair project is the beginning of excellent work habits.

Science fairs bring into the school many individuals from the community who likely are impressed with the tangible and observable evidences of excellent pupil-teacher cooperation. Recently, for example, more than five thousand people in Hickory crowded into the school gymnasium morning, afternoon, and evening to view the first elementary school fair in that community.

For many students, science fairs are the beginning of a keen interest in some aspect of science; for others, science fairs serve as an opportunity to demonstrate long-standing enthusiasm for science. For teachers, science fairs present genuine opportunities for improved motivation and effective learning through careful planning and through meaningful activities.

College Costs Have Doubled Since 1939-40

The amount that students spend in attending college has doubled since 1939-40, Lawrence G. Derthick, Commissioner of Education, said recently in announcing preliminary findings of an Office of Education survey.

Commissioner Derthick said the expenditure per year for full-time undergraduate students attending public college this year averages about \$1,500. A student in private college pays about \$2,000 a year. The average expenditure in 1939-40 was \$747 for a student in a public college, and \$1,023 for a private college student.

Expenditures per student ranged from \$200 to \$5,500 per year. For the middle half of the group surveyed, the range was from \$815 to \$1,708.

Figures include both living costs—clothes, room, board, travel, recreation or entertainment, etc.—and educational costs—tuition, fees, books, and instructional supplies and equipment.

The base year for the survey was 1952-53. Projections for 1957 have taken into account the Bureau of Labor Statistics' cost-of-living index and also the rise in tuition, fees, and other college costs.

At tax-supported institutions in 1952-53, living costs represented five-sixths of the total, and at private institutions, two-thirds, the survey revealed. Average tuition and fees at public colleges was about \$175 and at private institutions about \$550 in that year.

Students living with their parents at that time spent an average of about \$1,000 a year. It cost about \$350 more for a student to live in some other private home or dormitory, and another \$300 to live in a club, fraternity, or sorority.

Ten per cent of the men students and eight per cent of the women were from families with annual incomes of less than \$3,000. The average family in the lowest family income group devoted about one-fifth of its income to its child in college. In the higher income groups, the average was less than one-tenth.

Families supplied 41 per cent of the money for the college students: 29 per cent came from students' own savings; and students earned 17 per cent after entering college. Other sources were scholarships, 5 per cent; veterans' and vocational rehabilitation programs, 5 per cent; loans, 1 per cent; and miscellaneous, 2 per cent.

Two-thirds of the men students worked, earning an average of \$486 a year. Half of the women worked, averaging \$265.

Elementary School Principals Record Their Convictions

From the resolutions passed by the Department of Elementary School Principals in Cincinnati (March 27):

Merit rating—Cannot recommend the use of merit rating until better methods of rating are developed.

Gifted children—Extreme concern for the intellectual growth of the gifted should not cause us to overlook planning for their emotional and social development.

Recognition—Principals should be released from regular classroom assignments and should be provided with adequate secretarial help.

Salaries—The principal's year of service should not be extended beyond the regular school year without additional pay.

Class size—Should not exceed 25 pupils.

Federal aid—Should be enacted by Congress and should be treated apart from the problem of desegregation.

N. C. College at Durham Will Feature Workshops

Several workshops will be featured during the 1957 Summer School by N. C. College at Durham, according to its Summer School Bulletin.

The following workshops are announced:

Workshop in Audio-Visual Education
Health Education Workshop
Reading Clinic

Resource-Use Education Workshop
Principals' Workshop
Summer Studies in Alcoholic Education

Institute for High School Teachers of Science and Mathematics

All these workshops except the Principals' and the one on Alcoholic Education will run for six weeks, June 10-July 17, and all except Alcoholic Education will yield six semester hours of credit. The Principals' Workshop will be held June 24-August 3 and the one on Alcoholic Education, June 12-22 with two semester hours credit.

For further information write to N. C. College at Durham, Durham, N. C., for a copy of the Bulletin on Summer School.

USOE Survey Shows Engineering Enrollments

Engineering enrollments in higher educational institutions are shown in circular No. 491 issued by the United States Office of Education, December, 1956.

This survey shows: "The engineering freshman class is the second largest in history, numbering 77,738, an increase of 6.7% over last year, compared to an increase of 4.9% for all college freshmen.

"Total engineering enrollment reached a new all-time high with an increase of 13.8% over last year, compared to an increase of 8.3% for all college enrollment."

"A total of 31,640 engineering degrees were granted by higher educational institutions in the United States and its outlying parts in 1956, the survey shows—26,306 Bachelor's, 4,724 Master's and 610 Doctor's degrees.

Guide Is Available

A "Guide for Planning and Conducting Conferences in Education for Personal and Family Living" is now available through the State Department to those who request it. This pamphlet is designed to help the less-experienced director of personal and family life conferences arrange and conduct such conferences. It will also serve as a checklist for the more experienced director; and will provide suggestions in programing and organizing a conference by any college, school, or community agency desiring to hold a conference on education for personal and family living.

As stated in the preface, "Topics for speeches, section meetings, and panel discussions will vary with the audience and purpose of the meeting. The program should reflect the particular needs and interests of the audience within the general area of personal and family living."

This bulletin was prepared by Charles Messner, educational consultant of the American Social Hygiene Association. It is available from Robert M. Fink, consultant, Division of School Health and Physical Education, Department of Public Instruction, Raleigh.

This bulletin is full of practical hints and suggestions for any group wishing to plan a conference in education for personal and family living. It is easily adaptable to many types of situations and should prove to be of considerable value to those who use it.

Bullard Answers Questions Re Vocational Agriculture

Can a teacher of agriculture who has only three or four classes be assigned a study hall? If the answer is no, is it because of a State or Federal regulation? How can the regulation be changed? Can a teacher of agriculture be assigned to a study hall if it is made up of boys who are enrolled in vocational agriculture?

These and 13 other questions and answers to all 17—all pertaining to vocational agriculture—have been prepared by A. G. Bullard, State Supervisor of Vocational Agriculture, for use of teachers of agriculture and the principals with whom they work. Write to Mr. Bullard for copies.

Johnny Likes School

In spite of what some adults think, Johnny—and Janie—like school.

That's the verdict of the Metropolitan School Study Council, a research affiliate of Columbia University Teachers College, which surveyed 3,000 pupils in and around the New York Metropolitan Area.

Of those queried—(the pupils' identities were shielded so they had no fear of being frank)—76.6 per cent said they liked school.

But the survey found that as pupils get older they apparently like school less. About 83 per cent of those in the elementary grades like school, as compared with 67.5 per cent of the high school students.

The five things elementary pupils like most about school, in order of preference: 1. Subject matter. 2. Meeting and being with other people. 3. Practical reasons, such as "better career opportunities made possible by education." 4. Trips and excursions. 5. Sports and games.

High school youngsters' reasons: 1. Meeting and being with other people. 2. Practical reasons. 3. Subject matter. 4. "Gives me something to do." 5. School clubs.

Many pupils comment that they like school because they like their teachers. Some say that school makes them happy.

Homework is the most frequently mentioned reason for disliking school. Next are complaints about inadequate physical facilities; the chief grips being, "double sessions," "overcrowded classes" and "lack of special facilities." Such teacher personality traits as being "too strict," or "boring," were also cited—*Scholastic Teacher*.

NEA Survey Shows Average American Teacher

Teachers, as a group, represent a highly responsible civic and political force. In the most recent elections—which for many were local elections—86 per cent voted. This is one-third higher than the national voting record for the 1952 presidential election.

This is one facet of the average American teacher as revealed from a comprehensive survey recently made by the National Education Association. Other highlights from this survey are as follows:

Women make up 72.5 per cent of the teaching force, while men number 27.5 per cent. The median age for women is 45.5 years; for men, 35.4 years. The falling off of men in upper age groups is attributed, to a great extent, to the attraction of other occupations.

The majority of teachers of both sexes are married. Of the women, 54 per cent are married—approximately the same as the percentage of married women in the general labor force. Of the men, 82.7 per cent are married.

Of the men teachers, 72.7 per cent have an additional job or some means of supplemental earnings. Of the women, 17.2 per cent supplement their teaching incomes. Wives of teachers are employed in larger proportions than is characteristic of wives of professional men in general.

The average salary of elementary and secondary teachers combined is \$4,055. One-third receive less than \$3,500. Less than five per cent are paid under \$2,000 or over \$7,000.

Progress is being made toward a stable profession, though shifts and lack of continuity in teaching are still found. The median teacher has completed 13.1 years of service, 6.7 years being in the same school system in which she is teaching now.

The teacher who rooms and boards is a rarity today. Figures show that 83.8 per cent maintain homes while 9.8 per cent are living with parents or other relatives. Two out of every three teachers have total or partial dependents.

One-third of the teachers come from farm families, with the rest coming from families of managerial or self-employed, professional or semi-professional, skilled or semi-skilled workers. Relatively few are children of unskilled workers or clerical and sales workers.

An advancement toward equal pay for equal work is noted in the fact

that the salary of the average woman teacher is 93.5 per cent of the salary of the average male teacher. One hundred years ago women teachers in rural schools received only 63.4 per cent of the male salary while women in urban school systems received 36.4 per cent.

Dramatic salary advancements were made in the past 20 years by rural teachers. In 1936 they received only 45 per cent as much as urban teachers. In 1956 they received 72 per cent of what city teachers were paid.

Much has been said about teachers with substandard qualifications. In actuality, teachers with *master's degrees* outnumber those *without bachelor's degrees*. Three-quarters of all teachers have a bachelor's degree or higher. One-quarter have a master's degree or higher.

More than one-fourth of the teachers are teaching, at least part time, outside their field of major preparation.

More than 50 per cent feel a "lack of strength" in handling situations created by a class mixture of exceptional and average children. More than 90 per cent, however, feel great strength in ability to maintain leadership and control of the classroom and in their knowledge of subject matter being taught.

Of various non-instructional duties reported by teachers, those mentioned most often as requiring more time now than was required five years ago are clerical work, monitorial duties, and working with parents in relation to individual pupils.

Piedmont Bible College May Grant Degrees

Piedmont Bible College of Winston-Salem has been authorized by the State Board of Education to confer the Bachelor of Religious Education (B.R.E.) and Bachelor of Theology (Th.B.) degrees upon those who complete the specified curriculum.

The school was officially chartered in January, 1947. Although independent in operation, it is Baptist in policy and doctrine. Charles H. Stevens is President.

In accordance with school law, the State Board of Education is authorized to issue licenses to confer degrees to educational institutions established after April 15, 1923.

Appalachian High School Makes Plans For Second Summer School-Camp Program

Appalachian High School, laboratory school for Appalachian State Teachers College will offer its second summer school-camp program for high school students at Lees-McRae College, in Banner Elk, January 24-August 17.

Following last summer's successful experiment with a school-camp program, Appalachian High School plans an expansion of this experience for its summer high school students. The combined school-camp program will include high school work, housing, meals, and camp activities.

Purposes of the summer school are fourfold: (1) to receive a broader preparation for college, (2) to take required work which will permit additional electives in the regular school year, (3) to take subjects not offered at one's local high school, and (4) to make up falling work. High school credits can be secured in any regular high school subject.

Subjects offered will be based on the requests of the student campers. Courses in English, mathematics, history, science, foreign languages, and typing will be offered. Solid geometry and other advanced courses will be available. Non-credit courses in remedial and rapid reading, personal typing, and band instruction will be offered on demand.

Students may take as much as one and one-half units of work during the eight weeks term. Under special conditions, a student may take two units of work. When more than one unit is taken, the second unit should be typing in order to reduce the amount of homework involved. Students will attend classes Monday through Saturday. Lees-McRae's modern, well-equipped library will help enrich the academic program.

In addition to academic studies, a varied recreational program will be provided. Co-educational recreational activities will include folk and social dancing. The college student center will serve as headquarters for social activities. A varied sports program will include softball, tennis, basketball, and other gym activities. Lees-McRae's beautiful Wildcat Lake will furnish enjoyable boating and swimming activities. Mountains for hiking and trails for horseback riding will appeal to many. Picnics and scenic trips will also be a feature.

Advantages and values include the following: (1) Small classes, individualized attention, a climate conducive to study. (2) Supervised study. Class

instructors serve as counselors. There will be scheduled hours for supervised study and individualized help. (3) An experience in group living with classmates; an introduction to dormitory life. (4) Careful, full-time supervision of students. (5) Adequate, balanced meals. (6) Values of both academic preparation and a camp-like program. (7) A varied recreational program.

Because of the sponsorship of Appalachian State Teachers College, and through the cooperation of Lees-McRae College, Appalachian High School is able to offer this program at a reasonable cost. Fees for classroom work are \$9 per unit. Half unit and non-credit courses are \$4.50 each. The camping program, including insurance, housing, meals, and activities will be \$250. Students desiring half-unit credits may attend for four weeks. The camp fee for four weeks will be \$140.

The credits earned by a pupil are transferred to his own high school. If the pupil is then eligible for graduation, he receives a diploma from his own high school rather than from Appalachian High School. (A H. S. requires 20 units for graduation.)

For additional information or for application blanks, write to Dr. A. B. Crew, Principal, Appalachian High School, Boone, North Carolina.

Senator Hill Introduces Area Voc-Ed Bill of 1957

Senator Hill of Alabama and 38 other senators have introduced a new vocational education bill.

This bill, entitled "The Area Vocational Education Bill of 1957," asks for an appropriation of \$5 million the first year, \$7.5 million the second year, and \$10 million the third year, to aid the states in the establishment of such schools. It will be the purpose of these schools to provide practical courses for persons who cannot now obtain them in existing vocational schools.

ALA Publishes Book By Former Staff Member

The American Library Association has published a new book by Mrs. Mary Peacock Douglas, **THE PUPIL ASSISTANT IN THE SCHOOL LIBRARY**.

A lifelong resident of North Carolina—where she was formerly State School Library Adviser with the State Department of Public Instruction and is now Supervisor of School Libraries in Raleigh—Mrs. Douglas has earned a national reputation in her field. Among her previous books are **THE TEACHER-LIBRARIAN'S HANDBOOK** (American Library Association) and the official **NORTH CAROLINA SCHOOL LIBRARY HANDBOOK**. Each has gone through several editions and is widely considered as a standard work on its subject.

Schools have found that student library assistants can have an important place in their total program. Moreover, as the new book by Mrs. Douglas shows, pupils can perform many important routine functions that release the librarian for the duties that require his professional skill. For the library that has or needs a student program, the book provides a concise manual on the means and possibilities of student service, showing how to plan and use it effectively.

Pupil assistants are a necessity in many elementary and high schools. But, as Mrs. Douglas shows, the experience can be of permanent educational and vocational value for the pupil as well.

In line with her practical purpose, in the second half of the book Mrs. Douglas brings together examples of the forms, questionnaires and other materials which have been used successfully in student programs in various parts of the country. A complete bibliography is included.



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Tar Heel Gets Head Post Of Virginia Public Schools

A native North Carolinian was recently named State Superintendent of Public Instruction for Virginia.

Dr. Davis Y. Paschall was appointed to head the schools of Virginia by Governor Stanley to succeed the late Dr. Dowell J. Howard, who died February 23. Before this appointment, Dr. Paschall was teacher education director in the State Department of Education.

Dr. Paschall was born at Townsville, Vance County, and received his early education in the public schools of that county.

Spencer Granted Leave To Work in Washington

Charles E. Spencer, director of the division of school health and physical education and co-director of school health coordinating service, began work in Washington, D. C. March 11, as a special consultant in health and physical education in the secondary schools section of the U. S. Office of Health, Education, and Welfare. Mr. Spencer will be away from North Carolina until July 28 on a leave-of-absence basis, according to State Superintendent Charles F. Carroll.

Because of the fact that many educators and citizens groups are currently expressing keen interest in public school programs and practices in the areas of health, physical education, and recreation, Mr. Spencer was asked to join the Washington staff to help supply the factual information which will be useful in making sound decisions.

In requesting the services of Mr. Spencer through Superintendent Charles F. Carroll, the Office of Education stated:

"We are especially anxious to obtain the services of a person in a state department of education who is familiar with state and local school programs and problems in health and physical education. It is our belief that Mr. Spencer has these qualifications and, in addition, is well informed about programs in other states. For these reasons we believe him to be exceptionally well qualified to assist us in the planning and developing of a national study to be conducted by the Office of Education."

Mr. Spencer indicated his pleasure in assisting with the national program for the next four months and emphasized the fact that this broad experience should enable him to do a better job in North Carolina upon his return.

Committee Studies Why Students Like Math and Science in High School

Why students in North Carolina high schools like math and science was investigated in recent weeks as step number two in a cooperative study designed to determine factors affecting the number of boys and girls who continue math and science in college. All three branches of the State University are cooperating in the project, which is being coordinated by the state Department of Public Instruction. Vester M. Mulholland, director of research, is serving as chairman of the Committee on Cooperative Research.

The one factor indicated as most significant by the largest number of students was "enjoyed the kind of work involved in the subject." Second in importance was "preparation for a career requiring mathematics or science, such as, engineering, medicine, and the like." "Influence of a high school teacher or teachers" ranked third on the list. "Influence of parents" ranked seventh; and "good laboratory facilities" ranked eleventh.

Within the next few weeks a random sampling of freshmen in the University

who indicated a strong preference for math and/or science in high school will be interviewed to determine, if possible, other factors affecting their liking of these subjects, and to clarify with further details reasons for checking certain factors on the factor sheet distributed earlier.

The Committee now knows how many graduates of 1956 and from what high schools in the State these graduates came. As a result, later in the spring visits to selected schools are being planned in an effort to learn additional factors, if possible, which influence students in liking math and/or science better than other subjects.

Likewise, the Committee expects to record the progress made by each student in these areas since entering college.

"This one-year exploratory project," stated Dr. Mulholland, "may suggest the feasibility of a more thorough investigation into the whole area of why students major in math and/or science in college, or—more important in some instances—why they do not."

Overpaid Clerical or Underpaid Professional? Which Is the Elementary School Principal?

The elementary school principal is an overpaid clerical and an underpaid professional.

This was the description applied to the administrative officials in elementary schools by Harold J. McNally, professor of education, Teachers College, Columbia University. Dr. McNally used the descriptive phrase in a speech before the annual meeting of the Department of Elementary School Principals, NEA, in Cincinnati March 26.

Dr. McNally discussed the question whether the elementary principalship is a profession or a trade. At the present time, apparently, the principalship is both. But forces are at work to raise the principalship to the status of a profession.

"We are at a turning point in the preparation of elementary school principals," Dr. McNally said, citing the fact that more and more colleges and universities are expanding their courses for future elementary principals.

But, the picture is still pretty gloomy. Most elementary principals still come into their posts by happenstance rather

than by design; and the best thing Dr. McNally could say about state certification standards is that "not all are as bad as most of them are."

Principals in service complain they have no time for their educational functions. "Even if they had time," said Dr. McNally, "many wouldn't know how to proceed in providing instructional leadership—other than by visiting more classes more often."

Elementary principals, in many communities, are overburdened with clerical tasks. "The paucity of clerical help in elementary schools is appalling," said Dr. McNally. In many school buildings principals have no offices, no telephones, no files.

To improve the elementary principalship Dr. McNally prescribed pre-service courses of at least two years on the graduate level; higher, but more flexible, certification standards by states; more in-service education activities by principals "not alone for the teachers, but for the professional growth of the principal himself." — *Edpress News Letter*.

State School Facts

FOUR OF TEN GRADUATES CONTINUE

Nearly four of every ten 1956 graduates of North Carolina public high schools enrolled in college, trade or business school, or entered nurses training last September, according to a study by Nite F. Hunt, coordinator of teacher education for the State Department of Public Instruction.

Less than one in ten (6.8 per 100) entered military service, and more than five in ten (55.1 per 100) ended their formal education with high school graduation.

The study was based on reports made by high school principals to the State and 1954 for comparative purposes.

1. Of this total, 29,431 were white and 8,977 were Negro. This follow-up survey shows the following:

	White and Indian	Negro	%
Enrolled in senior colleges	7,939	2,230	24.8
Enrolled in junior colleges	2,028	639	14.8
Business and trade schools	1,888	380	4.2
Total	11,855	2,758	30.7
Military service	1,908	708	7.9
End of education	15,668	5,511	61.4

2. Another interesting division abstracted from this table shows the following comparisons of 1956 graduates:

	County Units	City Units	%
Enrolled in senior colleges	4,052	292	41.7
Enrolled in junior colleges	1,340	67	7.3
Business and trade schools, etc.	1,370	518	5.6
Military service	1,432	70	4.0
End of education	11,915	3,750	50.3
Total	20,101	9,339	100.0

	White and Indian	Negro	%
Enrolled in senior colleges	1,147	1,083	31.5
Enrolled in junior colleges	92	17	1.6
Business and trade schools, etc.	240	140	4.1
Military service	442	206	7.7
End of education	3,614	1,897	55.1
Total	5,535	3,442	100.0

3. A third comparison concerns boys and girls separately:

	Boys	Girls
Enrolled in senior colleges	1,147	1,083
Enrolled in junior colleges	92	17
Business and trade schools, etc.	240	140
Military service	442	206
End of education	3,614	1,897
Total	5,535	3,442

• The distribution of seniors between county and city units appears to be constant, a ratio of 68 to 32 for white seniors and 62 to 38 for Negroes.

• The boy-girl comparison of seniors is fairly constant also, with the ratio in favor of girls in both county and city units and for both races. For whites the ratio was about 46 to 54, whereas for Negroes it was 42 to 58.

• In city units, there appears to be a trend for a larger percentage of white graduates to enter senior colleges.

• In the case of white high school graduates entering junior colleges, there appears to be a trend upward in both county and city units.

• And in the case of white graduates as to total college enrollment, the trend appears to be definitely upward in both county and city units.

• There is a definite trend downward in the percentage of graduates of

II. 1956 GRADUATES PURSUING FORMAL EDUCATION

County Units		Number Graduates		Per Cent**	
Rank*	County	White	Negro	White	Negro
1	Hoke	97	67	78.7	19.4
2	Tyrrell	97	100	71.1	38.0
3	Tyrrell	22	37	63.6	33.3
4	Currituck	175	39	57.7	53.9
5	Chatham	133	180	51.1	38.5
6	Gates	34	158	55.1	34.1
7	Avery	150	1	54.0	2.4
8	New Hanover	422	182	54.0	35.4

EDUCATION

Negro schools attending business and trade schools and nurses training. Such schools are attended by more girls than boys.

• No specific pattern is evident in the case of graduates entering the military service.

• And as to the percentage of those who end their formal education with the high school, no trend appears either. The fact should be noted, however, that about 60 white and 65 Negroes of each 100 graduates from county schools end their formal education with the high school, whereas in city units about 40 white and 55 Negroes are in this group. For girls these ratios are larger, and for boys smaller, in the case of each race.

Tables II and III

These two tables give the number of 1956 graduates, white and Negro, in the 100 county and 74 city administrative units. They also show the percentage of these graduates by race who entered college, business or trade school, nurses' training and military service. The administrative units are ranked on the basis of the white per cent. (It is recognized that counting military service in this group is questionable.)

County units, as table II shows, ranged from 73.7 per cent in Hoke to 13.7 per cent in Dare on the basis of per cent for white students who continued their formal education, this including military service. Average for the State for all county units (white students) was 40.7 per cent.

In city units, table III, the range on the same basis was from 93.3 per cent

Total 13,670 100.0 15,761 100.0

Negro		White	
Enrolled in senior colleges	848	22.4	1,382
Enrolled in junior colleges	49	1.3	99
Business and trade schools, etc.	81	2.1	299
Military service	687	18.1	27
End of education	2,428	56.1	3,983
Total	3,793	100.0	5,184

4. Finally, comparisons as to years may be made from the table itself. Percentage comments concerning these percentage figures follow in columns two and three.

I. FOLLOW-UP SURVEY OF HIGH SCHOOL GRADUATES White and Indian

1956 Graduates		Per Cent		1954		1955		1956		1957		1958	
County	City	Total	Per Cent	County	City	Total	Per Cent	County	City	Total	Per Cent	County	City
Seniors Graduated													
Adams	20,101	9,330	46.4	68.2	31.6	32.0	31.7	100.0	100.0	100.0	100.0	100.0	100.0
Alameda	10,759	5,062	47.1	37.4	36.3	16.8	17.5	17.0	54.2	54.8	54.6	54.6	54.6
Enrolled in Senior Colleges													
Boys	4,652	3,887	73.3	20.1	19.7	20.2	38.6	40.5	41.7	26.6	26.2	27.0	27.0
Girls	2,024	1,924	95.0	22.4	21.4	15.5	42.6	42.5	44.5	30.1	28.8	28.8	28.8
Enrolled in Junior Colleges													
Boys	2,610	1,963	4,068	18.3	17.5	15.0	35.1	38.8	38.2	24.6	24.1	24.4	24.4
Girls	1,349	679	2,028	5.3	6.1	6.7	5.8	5.9	7.3	5.5	6.0	6.9	6.9
Total in Senior Colleges													
Boys	7,066	3,199	1,023	5.4	7.6	5.7	5.2	7.3	5.5	6.3	7.5	8.9	8.9
Girls	3,369	3,199	1,023	5.4	7.6	5.7	5.2	7.3	5.5	6.3	7.5	8.9	8.9
Total in Junior Colleges													
Boys	5,401	3,566	9,057	27.7	28.8	26.9	44.4	45.4	49.0	32.1	32.3	33.9	33.9
Girls	2,718	2,343	4,961	24.1	48.3	48.7	51.9	35.6	35.1	36.3	36.3	36.3	36.3
Total in Senior and Junior Colleges													
Boys	2,683	2,323	5,006	23.6	23.4	25.0	40.9	44.5	44.4	30.1	30.0	31.8	31.8
Girls	1,370	538	1,858	9.1	5.9	6.8	6.9	5.5	5.6	5.3	5.5	6.3	6.3
Enrolled in Trade and Business Schools, etc.													
Boys	1,336	98	433	4.2	3.6	2.6	2.6	2.5	2.6	3.3	3.0	3.2	3.2
Girls	1,034	420	1,454	13.2	10.0	9.6	10.8	8.0	8.4	12.3	9.4	9.2	9.2
Total in Trade and Business Schools, etc.													
Boys	1,432	496	1,908	7.8	6.6	7.0	5.5	4.8	5.2	6.7	6.0	6.5	6.5
Girls	1,62	323	1,944	16.3	14.4	14.6	11.3	10.3	11.6	14.3	13.3	13.6	13.6
End of Formal Education													
Boys	11,618	3,750	15,668	57.1	60.7	52.8	43.2	43.3	40.1	52.7	55.3	53.1	53.1
Girls	4,938	1,523	6,461	51.4	43.8	37.7	38.5	35.1	46.1	48.9	47.2	46.1	46.1
Total End of Formal Education													
Boys	6,280	2,247	8,527	62.9	66.2	61.8	48.0	47.2	44.6	57.3	60.3	58.4	58.4
Girls	3,236	1,948	5,184	56.1	56.1	52.8	49.2	47.7	59.5	58.3	57.7	57.7	57.7
Seniors Graduated													
Adams	1,471	1,083	2,410	21.1	21.0	20.7	38.1	33.4	31.5	23.6	25.9	24.8	24.8
Alameda	424	424	848	20.0	18.7	18.4	26.4	29.8	28.4	22.0	22.2	22.4	22.4
Enrolled in Senior Colleges													
Boys	123	659	1,382	22.8	22.5	22.3	25.3	33.9	33.8	24.7	27.7	26.7	26.7
Girls	92	56	148	6	2.3	1.7	1.2	1.8	1.6	8	2.1	1.7	1.7
Enrolled in Junior Colleges													
Boys	29	20	49	0.8	1.8	1.3	1.4	1.3	1.7	2.0	1.3	1.3	1.3
Girls	1,231	1,137	2,368	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3
Total in Senior and Junior Colleges													
Boys	1,453	1,444	2,934	30.1	30.1	30.1	30.1	30.1	30.1	29.7	29.7	29.7	29.7
Girls	786	695	1,481	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5
Enrolled in Trade and Business Schools, etc.													
Boys	240	140	380	7.2	7.4	4.3	10.7	4.6	4.1	8.2	9.1	4.9	4.9
Girls	179	120	299	10.0	7.6	5.5	14.6	6.4	6.2	11.4	7.1	5.8	5.8
Total in Trade and Business Schools, etc.													
Boys	424	266	708	7.8	8.0	9.2	7.5	7.7	8.0	13.3	13.3	7.9	7.9
Girls	117	4	121	0.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
End of Formal Education													
Boys	3,614	1,897	5,511	63.0	62.6	62.3	51.0	52.7	55.1	59.4	58.6	61.4	61.4
Girls	1,860	728	2,588	66.2	67.0	65.7	54.6	55.7	57.9	62.8	62.7	65.2	65.2

* Ranked on basis of white per cent entering college, business and trade schools, nurses' training and military service.

** Per cent of graduates entering college, business and trade schools, nurses' training and military service.

City Units		Number		Graduates Per Cent*	
Rank*	City	White	Negro	White	Negro
1	Baldwin	375	99	93.3	57.6
2	Greenlee	99	50	84.8	54.0
3	Wadsworth	49	32	79.6	25.0
4	Concord	39	24	77.3	87.5
5	Transylvania	158	99	45.7	24.2
6	Newton-Conover	39	37	76.9	45.9
7	Newton-Conover	30	30	74.7	20.0
8	New Bern	338	287	73.7	28.6
9	Lomberton	81	38	71.6	50.0
10	Burlington	227	33	71.4	96.7
11	High Point	535	67	69.9	39.4
12	Franklin	38	15	65.8	26.7
13	Laurinburg	67	43	64.2	37.2
14	Payetteville	159	164	63.5	29.8
15	Morgan	74	43	63.5	30.2
16	Southern Pines	38	19	63.2	42.1
17	Rocky Mount	100	15	61.0	60.0
18	Rocky Mount	100	30	61.0	36.7
19	High Point	535	67	69.9	39.4
20	Franklin	38	15	65.8	26.7
21	Laurinburg	67	43	64.2	37.2
22	Payetteville	159	164	63.5	29.8
23	Morgan	74	43	63.5	30.2
24	Southern Pines	38	19	63.2	42.1
25	Rocky Mount	100	15	61.0	60.0
26	Rocky Mount	100	30	61.0	36.7
27	High Point	535	67	69.9	39.4
28	Franklin	38	15	65.8	26.7
29	Laurinburg	67	43	64.2	37.2
30	Payetteville	159	164	63.5	29.8
31	Morgan	74	43	63.5	30.2
32	Southern Pines	38	19	63.2	42.1
33	Rocky Mount	100	15	61.0	60.0
34	Rocky Mount	100	30	61.0	36.7
35	High Point	535	67	69.9	39.4
36	Franklin	38	15	65.8	26.7
37	Laurinburg	67	43	64.2	37.2
38	Payetteville	159	164	63.5	29.8
39	Morgan	74	43	63.5	30.2
40	Southern Pines	38	19	63.2	42.1
41	Rocky Mount	100	15	61.0	60.0
42	Rocky Mount	100	30	61.0	36.7
43	High Point	535	67	69.9	39.4
44	Franklin	38	15	65.8	26.7
45	Laurinburg	67	43	64.2	37.2
46	Payetteville	159	164	63.5	29.8
47	Morgan	74	43	63.5	30.2
48	Southern Pines	38	19	63.2	42.1
49	Rocky Mount	100	15	61.0	60.0
50	Rocky Mount	100	30	61.0	36.7
51	High Point	535	67	69.9	39.4
52	Franklin	38	15	65.8	26.7
53	Laurinburg	67	43	64.2	37.2
54	Payetteville	159	164	63.5	29.8
55	Morgan	74	43	63.5	30.2
56	Southern Pines	38	19	63.2	42.1
57	Rocky Mount	100	15	61.0	60.0
58	Rocky Mount	100	30	61.0	36.7
59	High Point	535	67	69.9	39.4
60	Franklin	38	15	65.8	26.7
61	Laurinburg	67	43	64.2	37.2
62	Payetteville	159	164	63.5	29.8
63	Morgan	74	43	63.5	30.2
64	Southern Pines	38	19	63.2	42.1
65	Rocky Mount	100	15	61.0	60.0
66	Rocky Mount	100	30	61.0	36.7
67	High Point	535	67	69.9	39.4
68	Franklin	38	15	65.8	26.7
69	Laurinburg	67	43	64.2	37.2
70	Payetteville	159	164	63.5	29.8
71	Morgan	74	43	63.5	30.2
72	Southern Pines	38	19	63.2	42.1
73	Rocky Mount	100	15	61.0	60.0
74	Rocky Mount	100	30	61.0	36.7
75	High Point	535	67	69.9	39.4
76	Franklin	38	15	65.8	26.7
77	Laurinburg	67	43	64.2	37.2
78	Payetteville	159	164	63.5	29.8
79	Morgan	74	43	63.5	30.2
80	Southern Pines	38	19	63.2	42.1
81	Rocky Mount	100	15	61.0	60.0
82	Rocky Mount	100	30	61.0	36.7
83	High Point	535	67	69.9	39.4
84	Franklin	38	15	65.8	26.7
85	Laurinburg	67	43	64.2	37.2
86	Payetteville	159	164	63.5	29.8
87	Morgan	74	43	63.5	30.2
88	Southern Pines	38	19	63.2	42.1
89	Rocky Mount	100	15	61.0	60.0

High School Testing Programs Studied By James Dunlap in State-Wide Survey

A 19-page bulletin, entitled "Testing Programs and Practices in North Carolina High Schools," was released two weeks ago by the State Department of Public Instruction. Data for this bulletin were collected and analyzed by James Dunlap, adviser in testing for the State Department.

Purpose of the study was to determine the prevalence, scope, and extent of standardized testing in the high schools of the State. Information, which covers the school year 1955-56, was gathered through a two-page questionnaire sent to superintendents throughout the State. Returns came in from 95.7 per cent of the schools and from 98.3 per cent of the administrative units. Data in this bulletin refer to white schools only; comparable data for Negro schools are now being compiled.

Of the 605 high schools reporting, 76 per cent stated that a testing program of some kind was in effect in 1955-56. Twice as many schools indicated that theirs was a long-range testing program, rather than a year-by-year arrangement. More testing programs were found in schools with 17 or more teachers than in smaller schools. It was learned that the Intelligence test, used alone or in combination with other types of tests, was the most frequently used.

The study showed that twice as many intelligence tests were given in the fall as in the spring. The high school grades most frequently tested with intelligence tests were the twelfth, ninth, eleventh, and tenth—in that order. Chief purposes for administering intelligence tests were "to determine pupils' capacities," and "to furnish a basis for individual guidance and instruction." The three intelligence tests used most often were *Otis Quick-Scoring, California*, and the *ACE Psychological*.

Among the achievement batteries used throughout the State in 1955-56, the following were administered most often: *California, Essential High School Content*, and the *Stanford*. Achievement batteries were most often given in grades nine and twelve. The preferred time for this type of testing was in the second semester. Achievement tests were administered first of all among the 249 schools reporting as a "basis for individual instruction," and secondly as a "basis for sectioning grades."

Nearly half the schools reporting indicated that they used tests other than, or in addition to, intelligence tests and achievement batteries. The most popular type in this group was the personality, preference list, and vocational inventory. Of the tests used in special subject fields, those dealing with Language Arts, including foreign language, were the most widely used; these were followed by tests in mathematics, science, and social studies.

Special area tests were most often administered for the purpose of improving "individual instruction" and "in order to judge the progress of the class." This investigation of testing programs and practices revealed that a majority of the schools involved teachers in the process of selecting tests to be used. Three-fourths of the schools indicated that tests were administered and scored by teachers rather than supervisors, specialists, or others. Tests were machine-scored in eight per cent of the schools. The study revealed that few schools follow the practice of re-testing when results appear to be questionable. Funds for tests were reported about evenly divided between the local school and the administrative unit. Per student cost varied from less than ten cents to \$1.25, with eleven to twenty cents representing the greatest number of schools among the 300 who answered this question.

Eighty-seven per cent of the schools replying indicated that group data were compiled; and 96 per cent stated that data were recorded on pupils' cumulative records. Information gathered indicates that test results were available to teachers and principals in nearly all instances; in a lesser degree to superintendents. In about half the instances test results were made available to pupil and parent, although nearly all excepted the intelligence test scores with this group.

Nearly nine out of ten of the 405 high schools reported giving consideration to testing in professional meetings during the year. The number of meetings most frequently reported was two per year, though five per cent of the schools reported more meetings during the year.

According to Dunlap, the plan for standardizing testing in the high schools of North Carolina is similar to that of eighty-five per cent of the states; it is voluntary in nature rather

Social Studies Course Serves As Model for Japan

North Carolina's course of study for the Social Studies will serve as a model for the preparation of a similar course for Japanese schools, according to a recent letter from a leading educator of Japan.

In a letter to L. H. Jobe, Director of Publications for the State Department of Public Instruction, Mr. Kazuo Takeda of Kobe City University of Foreign Studies, wrote:

"Thank you very much for your kindness in sending us 'Social Studies, North Carolina Public Schools,' which I received a few days ago. I was very glad and carried it to the Revising Committee of Social Studies in Japan. . .

"We are reading the publication. This is very useful for us. We think your board's plans for Social Studies are very excellent and just as carefully detailed as we had heard. We intend to revise Japanese plans using your plans as our best models."

Sounds Familiar

"By examination of the 4th column of this table, it will be seen that North Carolina expends less money *per capita* for schools than any one of the 38 states (only 38 shown), except South Carolina, and only about half as much as Arkansas, and less than half as much as Virginia.

"The 5th column shows that if all the school funds in all States were raised from a tax on property, the rate in North Carolina would be lower than in any of the 38 states, except Georgia, Alabama and South Carolina. . .

"The table further shows that in the whole Country, States and Territories, on an estimated population of 57,929,000, there were spent during the year 1887, \$115,103,886—about (\$2) two dollars for every man, woman and child in the country, while North Carolina spent the pitiful sum of *thirty-nine cents* per head on her estimated population of 1,667,860."—Report of the Superintendent of Public Instruction, 1887-1888.

than mandatory; and it is a means of evaluation both of the school program and of the student body—individually and collectively.

"It is expected," stated Dunlap, "that the status of testing as revealed through this study will point the way to better and more effective use of standardized testing in the high schools of the State.

School Lunch Managers Have Summer Programs

Three summer school programs will be available to school lunch managers this year, according to announcement in the April number of "School Lunch in the Tar Heel State."

For white personnel, two programs will be provided at Woman's College, Greensboro. The first, to be held June 24-July 5, will be School Food Service I, "Organization and Management." The second, scheduled for June 24-June 5, will be School Food Service III, "Institution Buying." Ellen Penn will be the instructor for both classes.

A school lunch workshop for Negro personnel will be held at the Agricultural and Technical College, Greensboro, June 12-June 28. Four courses, each providing 3 hours credit, will be offered: Institution Management Science, Quantity Cookery, Cost Accounting, and School Lunch. Write Mrs. Clara Evans, A. and T. College, Greensboro, for further information.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

June 3-7	—Southern States Work Conference, Daytona Beach, Fla.
June 3-7	—N. C. Annual Conference of Teachers of Agriculture, Carolina Beach
June 16-28	—Second Annual Workshop in Community Mental Health for Professionally Trained Workers, Pisgah View Ranch, Candler, N. C.
June 18-19	—Fourth School Law Conference, Duke University, Durham
June 17-21	—Summer Workshop for School Lunch Directors and Supervisors, Raleigh
June 23-26	—University of North Carolina School Week, Chapel Hill
June 23-29	—American Library Association, Kansas City, Mo.
June 25-29	—National Commission on Teacher Education and Professional Standards, Washington, D. C.
June 30-July 6	—Centennial Convention, National Education Association, Philadelphia, Pa.
July 22-August 2	—Library Science Workshop, Appalachian State Teachers College, Boone
August 13-16	—N. C. Superintendents Conference, Mars Hill College, Mars Hill
October 6-12	—Fire Prevention Week
November 7-8	—North Carolina College Conference, Winston-Salem

Governor Hodges Reappoints Three State Board Members

Three members of the State Board of Education whose terms expired on April 1 have been appointed by Governor Hodges to succeed themselves. Confirmation by the General Assembly was made in joint session on April 4 at 12:00 noon as required by law.

Charles G. Rose, Jr., of Fayetteville, representing the fourth educational district; C. W. McCrary, of Asheboro, representing the fifth district; and Dr. H. L. Trigg, appointment at large, each was reappointed for eight-year terms on the Board. Mr. Rose was appointed last year by Governor Hodges to fill the unexpired term of the late Paul S. Oliver of Fairmont. Mr. McCrary was appointed at the same time to succeed Sanford Martin, retired. Dr. Trigg was first appointed by Governor W. Kerr Scott in 1949 for an eight-year term.

Other members of the Board are: Luther E. Barnhardt, Lt. Governor; Edwin Gill, State Treasurer; and Charles F. Carroll, State Superintendent of Public Instruction, ex officio members; and J. A. Pritchett, Wm. D. Herring, A. S. Brower, O. L. Richardson, R. Barton Hayes, Gerald Cowan, B. B. Daughtery, other appointive members.

PUBLIC HIGH SCHOOLS, 1955-56		County Units	City Units	Total
1. Total schools	.....	731	180	911
White	.....	572	111	683
Negro	.....	159	69	228
No. Accredited	.....	692	177	869
White	.....	564	111	675
Negro	.....	128	66	194
Non-Accredited	.....	39	3	42
White	.....	8	0	8
Negro	.....	31	3	34
2. Teachers	.....	6,376	3,028	9,404
Men	.....	2,943	1,140	4,083
Women	.....	3,433	1,888	5,321
White	.....	4,997	2,139	7,136
Men	.....	2,319	733	3,052
Women	.....	2,678	1,406	4,084
Negro	.....	1,379	889	2,268
Men	.....	624	407	1,031
Women	.....	755	482	1,237
3. Enrollment	.....	152,537	75,176	227,713
Boys	.....	72,360	36,456	108,816
Girls	.....	80,177	38,720	118,897
White	.....	114,673	52,635	167,308
Boys	.....	55,436	25,858	81,294
Girls	.....	59,237	26,777	86,014
Negro	.....	37,864	22,541	60,405
Boys	.....	16,924	10,598	27,522
Girls	.....	20,940	11,943	32,883
4. Graduates	.....	25,661	12,527	38,188
Boys	.....	11,666	5,647	17,313
Girls	.....	13,995	6,880	20,875
White	.....	20,008	9,148	29,151
Boys	.....	9,293	4,175	13,468
Girls	.....	10,710	4,973	15,683
Negro	.....	5,658	3,379	9,037
Boys	.....	2,373	1,472	3,845
Girls	.....	3,285	1,907	5,192

Costs Entailed In Attending High School Subject of State-Wide Investigation

"The Costs to Students of Attending Selected White Public Secondary Schools in North Carolina," a 1957 dissertation by Frank Nania of Duke University, shows the extent and magnitude of costs to students attending thirty such schools within the State. Data relative to the expenditures made by students were gathered through three questionnaires—one to subject-matter teachers, one to teachers of co-curricular activities, and one to principals.

It was found concerning the per-student costs in the various subjects that the highest median cost reported was \$16.00 for Band; the second highest, \$14.00 for Home Economics IV; the third highest, \$11.50 for Typewriting II; the fourth highest, \$11.38 for Home Economics III; and the fifth highest, \$11.00 for Typewriting I. The highest fees reported were for typewriting. In one school a student taking two years of typing would pay a total of \$45.00 for fees. Two schools reported charging a fee in connection with each subject. In most schools students were required to purchase special materials in order to participate in many of the subjects. No school reported that it offered all subjects free of charge; however, in each of the thirty schools some courses were offered free of charge.

Relative to co-curricular activities the following facts concerning per-student median costs were cheerleading, \$23.00; baseball, \$22.00; band, \$19.63; football, \$12.88; chorus, \$11.50; senior class and track, \$10.00 each. The highest single student expenditure reported was \$110.00 for participating in golf; second highest, \$73.50 for band; third highest, \$71.00 for senior class activities; fourth highest, \$60.00 for dancing club activities; and fifth highest, \$56.36 for cheerleading.

In the schools surveyed the lowest median costs were in freshman and sophomore classes and French clubs, \$1.00 each; dramatics clubs, \$1.58; Future Teachers of America, \$1.75; student councils, \$1.80; and glee clubs and library clubs, \$2.00 each.

No school reported that all of its co-curricular activities were without costs to the students participating; yet each of the thirty schools reported offering one or more co-curricular activities free of charge. The study revealed that most co-curricular activities relied heavily on money-making projects and financial aid from community groups to

support their activities. The total amount raised in this manner among the thirty schools in 1955-56 was \$88,174.88.

As shown in other studies, expenditures were highest in athletic, senior class, musical, and cheerleading activities. No school reported charging the members of athletic teams for trips taken as a part of that program, but many of the schools reported members of various other recognized school organizations paying for trips taken as part of their respective activities.

Principals themselves furnished much information concerning per-student costs of general participation. One or more general membership fees were charged students attending twenty-eight of the thirty schools. Textbook, instructional supply, and library fees were the most common fees mentioned. The median expenditure for general membership fees was \$5.10.

The median expenditure for attending "pay" assemblies was \$0.70; home athletic contests, \$6.00; dramatic productions, \$0.70; musical productions, \$1.00; and school dances, \$6.00. No school reported charging for forensic contests. The three schools which sold students an activity card for admission to all home athletic contests were able to provide games at considerably lower costs than schools in which students purchased single admissions.

All thirty schools reported students making cash expenditures for school fashions. The median expenditure excluding class rings was \$5.30; the median expenditure including class rings was \$22.75. The median expenditure for graduation (caps, gowns, announcements, name cards, etc.) was \$11.90. The median expenditure for publications was \$3.93.

The study also revealed that a few subject-matter teachers were of the opinion that required expenditures did prevent some students from taking their courses and stated that at least some of these expenditures should be absorbed by the school. A substantial number of faculty advisers for co-curricular activities felt that costs associated with their respective activities did prevent students from participating and stated that some of these costs should be absorbed by the school. Twelve of the thirty principals said that some expenditures which students make should be absorbed by the school.

Cancels Request—We Think

Requests for information from the State Department of Public Instruction take many forms—but the following is so unique that it is being printed in the interest of language teachers:

February 16, 1957

"Kindly forward information appropriate to existing teacher opportunities, void of any anticipation and opposed devious meanings, with specific reservation for any furtherance, the incident contingent upon the continuing reply and information furnished."

(Name Withheld)

February 23, 1957

"The recent reference alluding inquiry into existing teacher situations is necessarily superseded by the fact that certain developments superimpose a condition that delineates the extent of coercive efforts that can be allocated the/this subject matter at the present time. You are therefore urged to postpone the previous effect of the inquiry as pertains any continuing facets for the time being; or, should it be more convenient, allowing for the discretion in assuming the action, to withdraw the entire effect of that inquiry; and make the renewal of the subject contingent upon the future favor of the subject and provisional upon the aforementioned facts, to be made manifest by a general statement to the same effect, devoid of reference to former statement.

Very sincerely yours,"

(Same Name, Withheld)

We suppose he must have heard about the salaries paid teachers in North Carolina, following his original request.

In concluding his abstract of his dissertation, Mr. Nania stated, "Most of the secondary schools included in this study have a long way to go before they can achieve the goal of free educational opportunity for all children. The schools surveyed did not generally offer subjects, co-curricular activities, or school-sponsored functions to their students free of charge. Students were required, expected, or compelled by social pressure to make cash expenditures in order to attend or participate in the different programs. In the opinion of some of the reporting teachers, a few students were actually denied the opportunity of taking certain subjects or participating in certain activities because of the cost involved."

Free 1957-1958 Catalogue Of Films Now Available

Coronet Films, Chicago, producer of educational films, announces the release of its new 1957-1958 catalogue of 16mm sound motion pictures for educational use. It is available without charge to schools and other institutions.

The 100-page, four-color catalogue describes 735 teaching films, most of which are available in full color as well as black-and-white. Of these 65 are new films produced during the present 12 month period within the Coronet organization. All the films in the catalogue are presented in logical sequence from those for kindergarten and primary grades through the intermediate grades and high school with special sections of films usable in teacher-education, other college courses, and for adult education.

Film listings include a brief description of length of each subject, the subject areas and grade levels in which each film may be used most effectively, and identification of educational collaborator.

A complete alphabetical listing of all Coronet films, with page reference to the descriptions in the catalogue, appears in the back of the book.

A free copy of this catalogue of educational films may be obtained by writing to Sales Department, Coronet Films, Coronet Building, Chicago 1, Illinois.

English Teachers Throughout State Discuss Revision Language Arts Bulletin

Regional meetings were held throughout the State during April and early May for language arts teachers and secondary supervisors who are interested in assisting with the current revision of the language arts bulletin, grades 9-12. The revision project is being directed by Dr. Vester V. Mulholland of the State Department of Public Instruction. Assisting him is a State Department committee, plus several committees from the North Carolina English Teachers Association.

For five years the NCETA, through its several committees, has been working on specific sections on reading, word study, spelling, literature, journalism, composition, and speech. At the nine regional meetings this material has been evaluated in terms of a general outline proposed for the bulletin. In addition,

Onslow County School Bus Drivers Join National Council's Safe Driving Program

Onslow County's 94 school bus drivers recently became affiliated with the National Safety Council when memberships were purchased by the board of education in its stepped-up safety program for 1956-57.

Onslow County is the first county in North Carolina to adopt this program, according to Superintendent I. B. Hudson. The Council sets up objectives for each member driver to enable them to operate their buses in a manner that will prevent accidents. Each bus driver is supplied with a 24-page booklet entitled "For Experts Only"; and in addition each driver will receive a monthly magazine, "The Safe Driver," which will carry cartoons and cover points in safe driving.

According to Superintendent Hudson, there have been only two accidents this year arising in Onslow County which were judged to be the fault of the school bus driver. As of December 31, he said, the county's school buses have operated 256,000 miles. This makes a frequency rate of accidents of one for every 128,000 miles of operation. Although this is the lowest accident rate that the county has had in a number of years, Hudson believes that inauguration of the National Safety Council program will help keep this rate low.

dition, miscellaneous suggestions have been made by nearly 300 language arts teachers and high school supervisors.

A number of teachers have volunteered to contribute illustrative teaching units for the bulletin; and still others have offered to work with the State committee during the summer.

Area meetings for white language arts teachers were held in Raleigh, Greenville, Elizabethtown, Charlotte, Winston-Salem, and Morganton. Three such conferences for Negro teachers were held in Greenville, Raleigh, and Salisbury.

"In view of the many excellent suggestions which have come from English teachers throughout the State, the revised high school section of the language arts bulletin should be quite useful to many teachers," declared Chairman Mulholland.

Industrialist Sees Need For More Humanities

As industry becomes larger and more complex, "it will come increasingly to depend on men with a background in the humanities to help it deal with its human problems." Such is the prediction of David A. Shepard, a member of the Board of Directors of the Standard Oil Company of New Jersey, in a 25-cent pamphlet LIBERAL EDUCATION IN AN INDUSTRIAL SOCIETY published recently by the Public Affairs Committee, 22 E. 38th Street, New York City.

"Industry will continue to rely for its technical progress on men trained in engineering, physics, and chemistry," Mr. Shepard explains, but "it is estimated that the full-time directors devote more than half their working hours to problems of human relations rather than to those of a technical or economic nature.

"A sound employment philosophy—the development of a program that will give an employee satisfaction in those things he deems most important—is naturally of paramount concern to business management," Mr. Shepard continues. "The man who is deeply grounded in the humanities should normally be well prepared to help evolve such a philosophy and work out such a program."

"In addition to the domestic problems, many companies have special problems resulting from extensive investments overseas," Mr. Shepard adds. "Constant care must be taken to integrate their operations with the social and cultural patterns of the countries in which they work. The human problems are many, and they call for a broad understanding of history, the customs of other peoples, and an acutely sensitive awareness of the attitudes of individuals and nations."

Furthermore, Mr. Shepard points out that "effective communication becomes more important every day to industry and to our society as a whole. The technical man has often insufficient training in the communicative skills. The infusion into industry of liberal arts graduates, whose education has emphasized oral and written expression, is certainly desirable."

ECC Announces 1957 Workshop

East Carolina College has announced that the 1957 summer session will include three specially scheduled workshops which are expected to be of benefit and interest to teachers and other groups interested in public education in the State.

The programs of study and the dates when they will be held are: Moral and Spiritual Values in Public Education, June 4-14; Alcoholism in Health Education, June 17-27; and Family Problems with Emphasis upon Personal and Family Living, June 28-July 9. Each will be offered for three quarter-hours of credit.

The workshop in Moral and Spiritual Values in Public Education will be sponsored by the college and the American Association of Colleges for Teacher Education. Dr. A. L. Sebaly of Oneonta, N. Y., national coordinator of the Teacher Education and Religion Project of the AACTE, will serve as consultant.

Duplin Sponsors County-Wide Career Day For Juniors in Eight High Schools

Juniors from eight high schools in Duplin County participated in the first "Career Day" sponsored by the county, March 27, in Kenansville. Theme of the day was "A World of Opportunities." Fourteen colleges and twenty-eight occupations were represented at this full-day session.

Dr. Vester M. Mulholland of the State Department of Public Instruction was guest speaker at the morning session, at which Superintendent O. P. Johnson also spoke.

Activities for Career Day were coordinated by Mrs. Mary Dixon Brown, supervisor of guidance in Duplin County. She was assisted by student and staff committees from each of the participating high schools.

During the day each high school junior had the opportunity to discuss higher education with at least two institutional representatives; and also had the opportunity to discuss at least three different occupations with representatives from various occupations.

A second talk during the day was by Rev. Straford T. Snively on "Choosing a Life's Partner." This was followed by a talent show in which each school was represented.

Congratulations to all those who helped to make this day successful! The

The workshop on Facts about Alcohol will be offered under the direction of Dr. N. M. Jorgensen, head of the health and physical education department at East Carolina. Sponsors will be the college and the North Carolina Alcoholic Rehabilitation Program.

The American Social Hygiene Association and East Carolina College will act as joint sponsors of the workshop in Family Problems. Dr. George Douglas, coordinator of family life education in the Charlotte City Schools, will act as coordinator. He will be assisted by Mrs. Edna Earle Baker, supervisor of Pitt County schools, and Dr. Bennett.

The American Social Hygiene Association is granting fifteen scholarships to this workshop which will take care of all expenses, including room, board, and tuition, and fifteen tuition scholarships of \$20 each. Those interested should apply to Vice President Leo W. Jenkins, East Carolina College.

Duke University to Hold 4th School Law Conference

The Fourth School Law Conference will be held at Duke University, June 18-19, it is announced by Dr. E. C. Bolmeier, chairman.

The program of this year's conference will be focused around the significant problem of "tort liability and the schools," Dr. Bolmeier stated.

In addition to the two general sessions, for which prominent speakers have been engaged, three panels on different aspects of liability will be conducted. The first will deal with "liability of the school district;" the second, with "liability of school personnel;" and the third, "protection against liability." Nationally-recognized authorities will serve as consultants on these panels.

For complete program announcement, write Dr. E. C. Bolmeier, Chairman, School Law Conference, Duke University, Durham, N. C.

idea seems particularly good, especially when the activities of such a day are merely a continuation of year-round guidance activities.

Barrett To Resume Work After Ten Months in India

Ella Stephens Barrett, supervisor of guidance services for the State Department, will return to her position June 15 after serving as a guidance consultant in India for the past ten months.

Miss Barrett has been working with high school and college teachers interested in guidance in several workshops in various sections of India. At present she is supervising a workshop in Mysore in Southern India. Before returning to the States, Miss Barrett plans to spend some time in Japan.

Mrs. Edna B. Ross of High Point Junior High School took over Miss Barrett's responsibilities in her absence. Mrs. Ross will return to High Point July 1.

Lions Support Thomasville Driver Training Program

Cars for use in providing instruction in driver education in the Thomasville High School are furnished by members of the Lions Club.

When the driver education program was started in 1950, the first car was furnished by Lion Ernie Harrell. He continued to supply cars for three and one-half years; then they were furnished by Lion Bill Thompson. All cars are equipped according to requirements of the American Automobile Association.

According to Lion G. H. Arnold, city superintendent of schools, these two Lions have not only made driver training education possible; they have financed the program at no expense to the school.

Former Staff Member Receives \$500 Award

Dr. Richard L. Weaver, formerly a member of North Carolina's Department of Public Instruction, was one of ten recipients of the 1956 Nash Conservation Awards, announced recently by American Motors Corporation.

The award, made March 3 in Washington, D. C., consisted of \$500 and a bronze plaque. The ten professional workers receiving the awards were selected as typifying America's thousands of conscientious, dedicated professional conservationists.

Dr. Weaver, now associate professor of conservation and education of the University of Michigan, was selected "for his two decades of leadership in the field of conservation education, as a graduate student, teacher, state adviser, officer of many national conservation organizations and professor of conservation."

The Attorney General Rules . . .

Tort Liability of Local School Authorities; Liability Insurance

In reply to inquiry: With your letter of March 19 you enclosed copy of a letter from Superintendent _____ of the _____ City Schools in which Mr. _____ writes:

"We would appreciate your requesting the Attorney General to provide an opinion if one is not now available in your office regarding possible jeopardy of school administrative officers and members of the board of education in suits arising from (1) injury of pupils participating in inter-school athletic contests for which admission is charged, and (2) injury or accident involving pupils participating as a school organization in a non-school function; such as, out of town parades, 'merchants' festivals', dedications, etc."

Subsection 4 of Article 5, Section 18 of the 1955 School Law, now codified as G. S. 115-35(4) is in the following language:

"County and city boards of education shall have authority to make all rules and regulations necessary for the conducting of extra curricular activities in the schools under their supervision, including a program of athletics, where desired, without assuming liability therefor; provided, that all inter-scholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board of Education."

Chapter 1256, Session Laws of 1955, now codified as G. S. 115-53, provides that any county or city board of education by securing liability insurance is authorized and empowered to waive its governmental immunity from liability for damage by reason of death or injury to person or property caused by the negligence or tort of any agent or employee of such board of education when acting within the scope of his authority or within the course of his employment. Such immunity is deemed to have been waived only to the extent that the board of education is indemnified by insurance for such negligence or tort.

In the case of *Benton v. BOARD OF EDUCATION*, 201 NC 653, *BETTS v. JONES*, 203 NC 390 and *SMITH v. HEFNER*, 235 NC 1, our Supreme Court held that boards of education are ordinarily not liable in tort and that members thereof are not individually liable unless they act maliciously and beyond the scope of their authority.

From the foregoing it is the view of this office that administrative school

officers and members of boards of education are not personally liable for injury to pupils participating in inter-scholastic athletic activities under rules and regulations made in conformity with the authorization granted in G. S. 115-35(4). It is also the view of this office that such officers and board members are not personally liable for injury to pupils participating in such non-school functions as Mr. _____ describes in his letter. Of course the board of education will be liable under G. S. 115-53 to the extent of liability insurance carried for negligent acts of employees of the board of education when such employees are acting within the scope of their authority or within the course of their employment.—Attorney General, April 4, 1957.

Enlargement of City Administrative Unit to Take Effect in the Future

In reply to inquiry: With your letter of March 18 you enclosed copy of a letter from Superintendent _____ of the _____ City Schools, in which Mr. _____ writes: "We have had a petition from the residents of _____, a residential area which has been taken into the city limits within the past year, requesting the School Board to call an election in order that they may be allowed to vote on coming into the _____ School District. We do not have facilities to take care of the children in this area at the present time and, of course, the School Board cannot construct a building there until they have been taken into the school district."

"The question I would like to raise is whether an election can be held in the summer of 1957 with the date of becoming a part of the school district taking effect in the fall of 1958 or 1959. Such a plan would give us time to construct a building. I am aware of the fact that if such a plan could be placed under operation, the people of this community would not pay our special school tax until such time that we could make school facilities available to them."

Subsection 3 of Article 14, Section 1 of the 1955 School Law now codified as G. S. 115-116(3) provides that elections may be called in any school area of a county administrative unit to ascertain the will of the voters as to whether there shall be levied a special tax of the same rate as they voted in an adjoining city administrative unit with which such territory is to be consolidated. Since taxes are levied on a fiscal year basis, such an election must be called and held during one fiscal year and the

first taxes levied for the next succeeding fiscal year. Mr. _____'s letter indicates that it might be possible to construct a building to take care of the children in question by the fall of 1958. Since the fiscal year begins on July 1 and ends on June 30 of the next calendar year, it might be possible to call the election in question soon after July 1, 1957 since the special tax could not be levied until the fiscal year beginning July 1, 1958. If the building should not be completed by the beginning of the fall term 1958, it might be possible for the children in question to be assigned to a county school until the city school building is ready for occupancy. The assignment would of course be by agreement between the county and city boards of education under the provisions of the Section now codified as G. S. 115-176 as rewritten by Chapter 7, 1956 Extra Session Laws.—Attorney General, April 3, 1957.

Supplemental Elections

In reply to inquiry: Dr. Charles F. Carroll, State Superintendent of Public Instruction, has forwarded to this office a copy of your letter of March 5 and requested me to answer the same. In your letter you refer to the fact that certain districts in the _____ County Administrative Unit have voted supplemental taxes. You state that you have been advised that should a unitwide supplemental tax be voted, the district taxes would be automatically repealed. You then inquire whether a district might afterwards vote an additional supplemental tax after a unitwide tax has been voted.

Article 14, Section 1 of the 1955 School Law, now codified as G. S. 115-116 provides in the first subsection thereof that an election may be called to ascertain the will of the voters as to whether there shall be levied and collected a special tax to supplement and equalize the standards on which the schools in such areas are operated, and at the same time repeal any special taxes heretofore voted by any part or parts of such area.

From the foregoing it is my view that the carrying of a unitwide supplemental election could automatically repeal the supplemental taxes voted in any of the districts of the county Unit. On the other hand, I can see no reason why another supplemental tax might not be voted later in one or more of the districts of the county Unit after a supplemental tax has been voted in the entire county Unit.—Attorney General, March 11, 1957.

(Continued on Page 16)

LOOKING BACK

Five Years Ago

(N. C. Public School Bulletin, May, 1952)

E. N. Howell, principal of the Swannanoa High School, Buncombe County, was elected president of the North Carolina Education Association at the annual meeting recently held in Asheville.

Charles E. Spencer, Director School Health Coordinating Service, Joint Agency State Board of Health and State Department of Public Instruction, was one of five of the nation presented "Honor Awards" at the annual Convention of the American Association for Health, Physical Education and Recreation, recently held in Los Angeles, California.

Ten Years Ago

(N. C. Public School Bulletin, May, 1947)

J. A. Pritchett, representing the first educational district, and Mrs. R. S. Ferguson, representing the sixth district, whose terms of office as members of the State Board of Education expired April 1, were reappointed by Governor Cherry to succeed themselves for another eight-year term.

Dr. J. W. Studebaker, U. S. Commissioner of Education, recently visited the State Department of Public Instruction and conferred with State Superintendent Clyde A. Erwin and several of his staff members.

Fifteen Years Ago

(N. C. Public School Bulletin, May, 1942)

C. G. Maddrey, for the past five years principal of the Scotland Neck High School, has been added to the staff of the State Textbook Commission as successor to W. F. Mitchell, who resigned on December 1, 1941, to become superintendent of Franklin County.

Charles H. Warren, State Supervisor of Rehabilitation, has been called back into the Service, and is now located at Halbird Motor Base, Baltimore, Md. Three other members of the staff, J. E. Miller, J. E. Cobb, and J. A. Weathers, Jr., are expected to join some branch of the armed forces early this summer.

Twenty Years Ago

(N. C. Public School Bulletin, May, 1937)

New county superintendents: Bladen—J. S. Blair, succeeding A. E. Lee; Currituck—F. B. Aycock, Jr., succeeding T. B. Elliott; Gaston—Hunter Huss, succeeding F. P. Hall; Swain—W. L. Lathan, succeeding C. F. Carroll, Jr.; and Catawba—M. C. Campbell, succeeding J. A. Capps.

ATTORNEY GENERAL RULES

(Continued from Page 15)

Use of Supplemental Tax Funds To Pay Substitute Teachers

In reply to inquiry: In your letter of March 12 you write:

"In 1938 a special election was held in our school district in _____ and a tax of 20¢ on the hundred dollar valuation was voted to 'supplement the school program and for other items that were specified.'"

"Since that time the tax has been levied to supplement the program, but our Board has raised the question of the legality of using a part of that fund to pay for substitute teachers where absence has been caused by sickness on the part of the individual teacher.

"There is a second question which they would also like the answer to, and that is if it would be legal to use a part of the current expense fund for such a purpose under the present law."

The supplemental tax referred to in your letter was evidently voted under the provisions of the statute then codified as G. S. 115-361 "in order to operate schools of a higher standard than that provided by State support." Section 1 of Article 14 of the 1955 School Law, now codified as G. S. 115-116, provides that supplemental taxes voted after the effective date of that Act may be used to supplement any object of expenditure. The statute now codified as G. S. 115-78 enumerates the items that may be included in the Current Expense Budget, the Capital Outlay Budget and the Debt Service Budget. That Section further provides that other objects of expenditure may be included in the school budget when authorized by the General Assembly. Since the pay of substitute teachers is not enumerated in either G. S. 115-78 or G. S. 115-116, it is thought that in the absence of specific legislative authority, this item may not be included in either the supplemental tax budget or in the regular Current Expense Budget. — Attorney General, April 3, 1957.

People Want Federal Aid

According to a Gallup poll early this year the people in this country favor Federal aid by a margin of four to one.

The findings showed only mild variations within the several states. Based on groups, Republicans tallied 74%; Democrats, 79%; Protestants, 75%; Catholics, 78%. In the East there was a high of 80%; in the South, a low of 70%. Nationwide average came to 76% in favor, 19% opposed, and 5% with no opinion.

MAKING TODAY'S NEWS

Johnston. All 190 of the county's school buses were found in perfect mechanical condition when inspected Thursday by State Highway Patrolman T. L. Bullard and J. P. Carter. The *Smithfield Herald*, March 8.

Vance. All of the 59 buses in Vance county's school transportation fleet are in excellent condition, Superintendent J. C. Stabler said today. *Henderson Dispatch*, March 2.

Orange. The Orange County Board of Education has determined it will need \$862,000 of the 1956-approved \$2,000,000 bond issue during the coming year and has called upon the county to sell at least that amount in bonds to keep up with construction plans. *Durham Sun*, March 8.

Alamance. Alamance County voters today turned down a proposed 30-cent supplementary school tax by almost four-to-one majority in an unusually heavy vote for a special referendum. *Greensboro News*, March 31.

Lee. Lee County residents who live outside the Sanford city school district will go to the polls May 11 to vote on a proposed 30 cents per \$100 property valuation tax which would be used to supplement county school teachers salaries. *Raleigh News and Observer*, March 15.

Gates. Gates County ranks high in the number of white high school graduates who further their scholastic training. W. C. Harrell, County Superintendent of Schools, announced today. *Gates County Index*, April 4.

Bangkok Requests Library Film

"Let's Visit School Libraries," a twenty-minute film depicting possible uses of school libraries, made by staff members of the Department of Public Instruction in cooperation with a number of schools throughout the State, has been requested by the Chulalongkorn University Library in Bangkok, Thailand, according to information received through Cora Paul Bomar, State library adviser.

Though this film has been sold to several school systems and library centers outside North Carolina, this is the first order for the film from a foreign country.

Congratulations to those responsible for making this film! It's good to know that educators in other states and even in foreign countries are finding it useful.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN









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